The Coordinators's Notebook
No. 8, Sep. 1989

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THE COORDINATORS' NOTEBOOK

An International Resource for Early Childhood Care and Development

No. 8
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PREPARING CHILDREN FOR SCHOOLS AND SCHOOLS FOR CHILDREN

Introduction

When we are considering the effectiveness of primary school systems, there is a tendency to overlook the important education, growth, and development that occurs in the earliest years before a child enters formal schooling. This is so even though a growing body of evidence shows that early childhood development programmes can have important effects on a child's primary school readiness, enrollment, progress, and performance. This review provides a critical examination of that evidence, within a framework positing an interactive effect between the readiness of children for schools and the readiness of schools for children. In this review, "readiness" refers to individual characteristics of children and schools as well as to family and community characteristics, values, expectations, structures, and organization. The review suggests that the most basic education of all begins during the preschool years and that attempts to strengthen primary schools must therefore include interventions developed for the preschool years.

This article is based on Chapter 8 of a manuscript in progress, The Twelve Who Survive, by Robert Myers, Consultative Group on Early Childhood Care and Development

The purpose of the Coordinators' Notebook is to strengthen and extend existing early childhood care and development networks used by practitioners, planners, policy-makers, researchers, and programme funders in the Third World. Using an "s" in the title reflects the fact that each Notebook reader sits at the centre of a personal knowledge network. In differing degrees we are all -- author and reader alike -- knowledge network "coordinators."

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Evidence supporting this perspective is drawn from evaluations of early childhood development programmes in Third World countries. Since readiness for school has health and nutritional as well as educational dimensions, programmes focusing on these components are also presented. The discussion raises and provides insights into a set of complex issues surrounding the impact of early child development programmes on primary school performance, including the following:

o Under what circumstances do programmes designed to improve early education and socialization have a positive and lasting effect on primary school enrollment, progress, and performance?

o How does the preparation of children for school interact with the preparation of schools for children, to ultimately influence primary school enrollment, progress, and performance?

o How do family and community characteristics, values, structures, and organization affect early learning and the successful movement of children between home and school?

o What operational mechanisms can bridge home and school, preschool and primary school, nutrition and education, so that basic education at home and in school can be fostered and the potential benefits of both early education and of primary schooling can be realized?

o What successful early education programmes can be found to serve as examples to be adapted to other settings?

An analytical model is presented to guide the interpretation of evidence gathered from two groups of longitudinal studies. The studies which compare primary school enrollment progress and performance of children who have received early childhood interventions with that of similar children who did not receive such interventions. Finally, a set of recommended actions are presented and, where possible, examples of such actions are provided.

An Analytical Framework

Figure 1 depicts an analytical framework in which the readiness of children for schools and the readiness of schools for children both affect the enrollment, progress, and performance of children in primary school.

As indicated in the Figure, a "child's readiness for school" is defined in terms of physical capabilities and activity level, cognitive ability, learning style, and knowledge base, and social and psychological competencies. These characteristics reflect the child's nutrition and health status as well as psychosocial development at the time of school entry. This psychosocial development results from the child's interaction within a number of environments, including the family; the immediate community of friends and neighbors; the institutional community of formal service programmes (which provide support through such channels as health centres, child care and preschool programmes); and the larger society with its predominant ethos, economic and political conditions, and social organization.

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These environments affect a child's developmental progress in two interrelated ways. First, they determine the physical and social conditions of the child's interaction with the environment. Second, they operate indirectly through their influence on the assignment of childrearing responsibility and on the knowledge, beliefs, and expectations of caregivers as reflected in childrearing and child care practices.

Characteristics that define the "readiness of schools for children" considered in this framework include the school's availability, accessibility, quality, and most important, responsiveness to local needs and circumstances. These readiness characteristics of schools are influenced by the actions of families and communities as well as well as by the economic, social, and political conditions of the wider environment.

The following discussion describes the child's readiness for school and the school's readiness for children. It also describes the impact of the interaction between these two factors on a child's school enrollment, progress, and performance.

Readiness of Children for School

A growing body of research supports the idea that health, nutrition, and psychosocial processes interact to affect survival and development in the early years of life. The outcomes of these interactions conditions the readiness of the child for school, which in turn influences the child's chances of enrollment and success.

Poor health negatively affects the level and quality of a child's activity in school, and also the child's school-attendance patterns (Moock & Leslie, 1984; Popkin & Lim-Ybanez, 1982). Berg (1981) reports that in some Latin American countries, children miss as much as a third of scheduled school days a year because of illness and poor health. The result may be a need to repeat a school year and/or early drop-out. Thus, the child with a history of illness is not as ready for school as a healthy child is, and subsequent progress and performance in school is at risk.

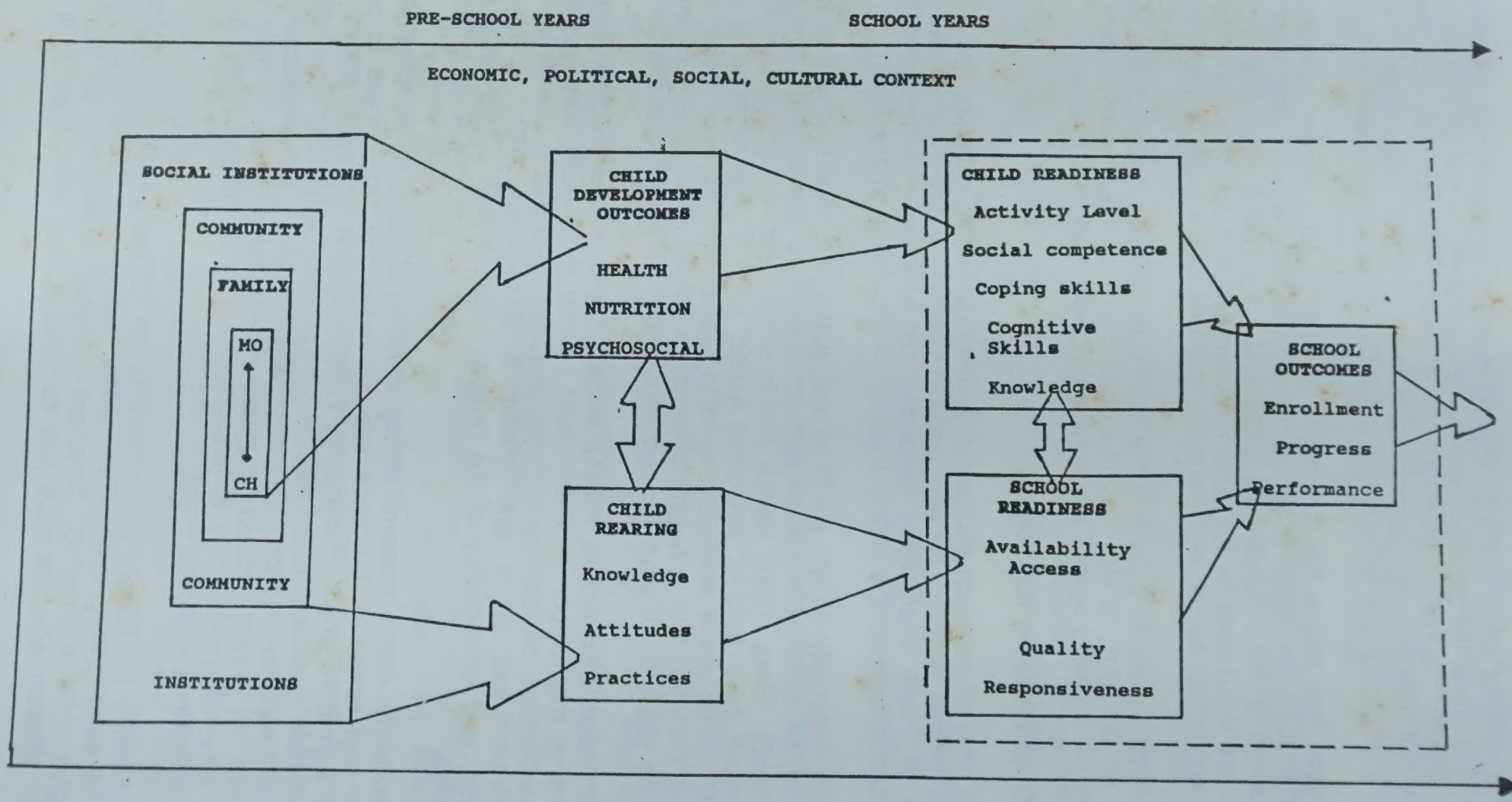
Nutritional status also affects activity levels. Malnourished children, suffering from protein-energy malnutrition or vitamin and mineral deficiencies, are less active, less able to concentrate on learning activities and less interested in the environment than their well-nourished peers are. (Pollitt & Thompson, 1977). The irritability, listlessness, and distractibility of the hungry, malnourished school child have been widely noted.

More specifically, recent research clearly identifies a causal relationship between iron deficiency and school performance and concludes that programmes to provide iron can have a positive effect. Soemantri, Pollitt, and Kim (1985), working with children in economically deprived rural areas of central Java, Indonesia, have shown that a 3-month iron-supplementation intervention was associated with significant changes in performance on school achievement and concentration tests. Similar results are now available for programmes in India (Seshadri & Gopaldas, 1989), and Thailand (Pollitt & Metallinos-Katsaras, 1989).

The effect within the school environment of the variables under discussion is not as clear. The same principle may apply to the teacher-child relationship that applies to the caregiver-child relationship. Teachers in primary school may be more inclined to work with children who are alert and demanding than with those who are listless

FIGURE I

AN ANALYTICAL FRAME WORK: CHILD READINESS FOR SCHOOL AND SCHOOL READINESS FOR CHILD



and socially withdrawn. However, there is a great deal of anecdotal evidence suggesting that teachers often perceive active, curious young students as behavior problems who cause difficulties rather than present opportunities. In such cases, the improved activity levels could have a negative effect. Here is a good example of the interaction between the readiness of children for school and the readiness of schools, in particular teachers, for children.

Readiness for school also includes the child's acquisition of social and cognitive competencies. The cognitive skills that parents and various preschool programmes inculcate in children are not always consonant with those skills required by schools. For example, parents may promote primarily concrete language and classification skills, whereas schools demand relatively more abstract and representational use of language and classification skills that are based on more abstract qualities of objects (Haglund, 1982). There is evidence that explicit literacy-nurturing activities are not a part of most poor children's early childhood experience in the developing countries (Pollitt, 1984). To the extent that this is true, the transition to abstract and disembodied learning, which typifies the majority of schools in Third World settings, is further complicated.

A family's knowledge, attitudes, beliefs, and practices will have important effects on the nutrition, health, and psychosocial condition of their children. Constricted by economic factors, parents make decisions about feeding and diet, about preventive and curative health care, and about the frequency and quality of psychosocial interactions they will have with their children. These decisions can lead to enhanced or impaired school readiness.

In summary, the readiness of children for school reflects the child's condition as well as the family's knowledge, attitudes, beliefs and practices.

The Readiness of Schools for Children

The readiness of schools for children is determined by a combination of factors, including availability and accessibility; quality; and recognition of and adaptation to local needs and circumstances. The mechanisms by which these factors influence the readiness of schools for children will be discussed.

Availability and Accessibility. When schools are unavailable because they have not been built, clearly they are not ready for children, no matter how alert and ready the children might be. However, the simple existence of schools is not always enough. Even when schools have been built and children are enrolled, the accessibility of schooling may be low because the schools are not open on a regular basis. Examples abound of teachers who have other jobs, who arrive on Tuesday and leave on Thursday, who are out because they are on strike, all of which leaves the child with a drastically reduced number of school days per year.

Timing, distance, and cost factors also affect a child's access to schooling. The school that operates during harvesting and sowing seasons curtails accessibility for children actively engaged in agricultural activities. Schools located at great distances or on the opposite side of streams that swell in rainy season may prohibit children from taking advantage of what is theoretically available. Although most primary schools do not require tuition or formal fees, there are many hidden costs,

including, for example, the need to purchase a slate or shoes and clothes. If a family cannot afford the hidden costs, for all practical purposes, the school is not accessible.

Quality. Regardless of the physical, cognitive, and social characteristics of a given child, little knowledge will be acquired in a classroom that has 50 children, no textbooks, a leaky roof, and an uninspired teacher with little more than basic literacy -- a situation found all too often in developing countries. To no one's surprise research indicates that the quality of schooling will also have a significant effect on children's primary school progress and performance (Heyneman & Loxey, 1983; Haddad, 1979: Schiefelbein & Farrell, 1978).

A primary factor associated with school quality is the teacher. The ability of the teacher to take advantage of existing materials and to create others, to respond to children's needs, and to maintain enthusiasm and hope in unfavorable conditions can create a high-quality learning environment. It would be a digression to enter into a discussion of the various factors affecting the quality of the teacher, but it is clear that the personal qualities, technical skills, and motivation of the teacher are central elements in determining the readiness of the school for the child. In addition to teachers, another important component of school quality is the availability of books and materials. Many children never have a book to call their own. Quality is, of course, a relative concept. What is considered quality schooling in one setting may not be so classified in another.

Responsiveness to Local Needs and Circumstances. A school may be available, accessible, reasonably well equipped, and staffed by certified teachers and yet remain unresponsive to local conditions. Potential problems result from such factors as poor scheduling or a language of instruction that differs from students' mother-tongue. Although some examples of curricula adjusted to local circumstances are available, examples abound of children using materials foreign to them.

Perhaps the most difficult task of all is to improve the responsiveness of teachers to the unique needs of children, families, and communities. The selection and assignment of teaching jobs often results in hiring people from outside the local area who are not familiar with local language, customs, and traditions. Moreover, the concept of the teacher as a "facilitator" who uses locally available experiences and materials to help children construct their own knowledge, is a foreign idea to many cultures. Rather, the accepted image of the teacher, an image that applies as much to the primary school as to the university level, is that of a custodian and dispenser of knowledge. Teacher-training programmes reflect this view and provide a centrally controlled curriculum, which in turn inhibits adjustments to local conditions and styles of learning. Moreover, low salaries provide little incentive for teachers to take responsibility for making needed curriculum adjustments. Under these circumstances, it is not surprising that teachers are not "ready" for the children they will receive.

Enrollment, Progress, and Performance

As indicated in Figure 1, the framework suggests that the readiness of children for schools and the readiness of schools for children interact to directly influence school

enrollment, progress, and performance. The mechanisms by which this occurs are suggested in the following discussion.

School enrollment is influenced by the availability and accessibility of schooling and by parental decision. The decision to enroll and keep a child in school involves balancing a complex set of variables including; non-school demands on time, perceptions of the child's readiness and ability, and parental beliefs and expectations about the value of schooling. Parental expectations may differ for boys and girls. Moreover, parental decisions may also be affected by their perception of the kind and quality of the schooling the child will receive.

In addition, parents make decisions about the age at which enrollment should occur. The child's age of entrance can be significant for three reasons. First, a child could enter school before the necessary learning competencies have been achieved exposing the child to failure, repetition, and early drop-out. Second, entrance at an older age is often correlated with increased drop-out rates. This occurs in part because of the inability of the older child to catch up and because the school competes with the potential contribution of the child to the economic survival of the family. Thirdly, variations in the age of school entrance results in classes of mixed age groupings, which create, in some ways less than optimal teaching environments.

"Progress" in school, as used in this framework, refers to promotion from one grade to the next. From the standpoint of the child and the family, many of the same factors that influence enrollment will influence progress including health, parental perceptions of perceived ability, and competing demands on time. Progress, however, also depends on enrollment quotas and promotion policies.

The ways in which school systems, schools, and individual teachers select some children for promotion and others for retention are not adequately understood. In some systems, children are routinely held back, even though automatic promotion is mandated. In others, the child's first year in first grade may be viewed as a preparatory year, and the second year in first grade as the "real" year, even though there are no changes in the curriculum content (Myers, 1985). This increases both repetition rates and the child's sense of incompetence and disinterest.

Apparently, neither parents nor teachers attribute high repetition rates or low achievement to the inability of schools to inspire and respond to the child's needs. (Toro & de Rosa, 1983). Teachers may point to large class sizes or lack of materials but not to deficiencies in their skills or teaching methods. Teachers also blame the home environment, and both teacher and parents blame the child's poor performance on the child's laziness or lack of interest (Pozner, 1983).

A child's performance as measured by formal testing presumably indicates how well the child has mastered the content of the school curriculum. The curriculum, however, may not have been adjusted to local circumstances, so grades may inadequately reflect the child's general knowledge or abilities. Moreover, as suggested with respect to promotion, a variety of factors can influence grading systems, further distorting their validity as an independent assessment of mastery. In spite of their inadequacies, these measures of performance are used to label the child's abilities and to determine likelihood of promotion. Unfortunately, little

attention is paid to measuring social skills, such as, the child's level of participation and cooperation.

The discussion will turn now to an examination of the evidence regarding the effects of various early child development programmes on readiness for school and on primary school enrollment, progress, and performance.

Effects of Early Childhood Programmes: A Review of the Evidence

The most broadly disseminated, systematic, and mature body of data regarding the effects of early childhood programmes on primary school progress and performance comes from longitudinal evaluations of "compensatory" programmes for children aged 3 to 5 from "disadvantaged" backgrounds in the United States, Europe, and Australia. As children in these studies moved through primary school, their progress and performance was evaluated. Data from the evaluations of children in early or late adolescence indicates that participation in well-implemented early childhood education programmes can have significant long-term effects on school progress as measured by increased promotion, decreased need for special education, and high school completion (Lazar, 1982, 1989; Halpern & Myers, 1985).

What are the implications of these findings from studies in industrialized countries for programming initiatives in Asia, Africa, and Latin America? The schools, families, and social institutions in Third World countries differ in many ways from and those in industrialized countries where the programmes and studies described above were carried out. Accordingly, a simple generalization of results would be inappropriate. The causal mechanisms that seem to be at work in the United States or Europe may or may not work in the varied and distinct countries of the Third World. Comparative findings may be weaker, or stronger.

For instance, one is more likely in Sub-Saharan countries than in the United States to encounter large classes, scanty instructional resources, minimally-trained teachers, and an inadequate number of "places" in each grade. Because of such adverse conditions, the newly acquired skills preschool participants bring with them to primary school may be of less consequence than in the U.S. in shaping the course of children's school careers. When promotion policies are only loosely tied to children's abilities, when there is no special education to be "avoided," and when there are resources for only 10 to 20 percent of primary school participants to complete secondary school, the "positive long-term effects" found in the U.S. may not be relevant.

On the other hand, it is reasonable to expect that primary school systems in the Third World can be sensitive to the unique skills and characteristics of the children they inform and instruct. At the same time, it is reasonable to expect that children whose health and psychosocial development has improved will be better equipped to adapt to, cope with, and even change the realities of the school system that they confront.

One could argue that the severe nutritional and cognitive deficits characterizing the status of many children in the Third World raises the possibility that early

interventions can exert an even more-powerful effect than that found in the industrialized world. Thus, the results from industrialized countries do provide hope. Let us further explore that optimism, therefore, by turning to the research evidence available from early child development programmes implemented in the Third World.

Evidence from the Third World:

Nutrition Intervention Programmes

In the 1970's, academic interest in the relationship between malnutrition and behavioral development led to a series of widely quoted studies in Latin America. At the time, emphasis was placed on protein-energy malnutrition and on supplementation, with little or no attention being paid to the effect of vitamins or minerals on growth and development. Table 1 provides information on location, sample sizes, treatment, and design for 4 nutrition-related interventions as well as 13 education-related interventions which will be discussed in the next section. The following section describes the results from these two sets of investigations.

Guatemala. A team of researchers at the Nutrition Institute for Central America and Panama (INCAP) found that high supplemental intake had a significant effect on birth weight, physical growth up to age 7, and cognitive development up to age 3. The cognitive effects appeared to decrease in magnitude and generality beyond age 3.

Supplementation had no significant effect on the child's verbal performance at ages 5, 6, and 7 or on early school progress and performance. However, in three of the four participating villages in which parental education levels were moderately higher, the amount of supplemental intake predicted the likelihood of school enrollment (Klein, 1979; Balderston, et. al., 1981). Parent's perceptions of the children's early intellectual ability led to earlier enrollment for both boys and girls and to a greater likelihood of enrollment for girls.

Although nutritional supplementation seemed to have no effect on school performance, the quality of home stimulation during the early years was strongly associated with primary school performance, especially for boys (Irwin, et. al., 1978). It was found in these generally poor villages that even slight differences in economic status affected family ability to cope with the costs of children's education. For the same group, Barrett and Radke-Yarrow (1981) found effects of the nutritional supplementation on the social development of children as indicated by their adjustment and behavior in school. The results suggest that a more comprehensive assessment of the effects, rather than assesment by traditional IQ or cognitive tests, is required to determine the impact of early intervention programmes.

Cali, Colombia. An investigation in Colombia (McKay, 1982) found that children in all of the experimental groups when compared to a low-income comparison group, demonstrated significantly increased physical growth and enhanced cognitive ability during and immediately after the treatment periods. These cognitive gains were related to age of entry into the programme as well as to duration of treatment. Increases in IQ scores were maintained until at least 8 years of age when the last measurement was made.

Results of the follow-up study of these children into primary school were complicated by the fact that the children attended 93 different primary schools, many switching schools more than once. Thus, only some of the children in the treatment group received a special programme. In addition, many children, particularly the low-status control group children, attended private "backyard" or "bench" schools, and were unable to enroll or stay in the public system. Children in these settings, are more likely than those in public settings to be "promoted," regardless of academic ability.

In spite of these constraints, results indicate that the low-income children in the treatment-group were slightly more likely than low-income children in the control group to be promoted through the first three grades. Thus, at the beginning of the fourth year, the average grade-level for each of the groups improved, in accordance with the length of time spent in the preschool. Whereas for the control group, the average grade-level was 2.9 years, for those who were exposed to 4 years of preschool, the average grade level was 3.2 years, a 10 percent improvement.

Bogota, Colombia. In this investigation, maternal and child supplementation and maternal tutoring in different combinations were associated with improved cognitive abilities at 18 months and 3 years. The strongest effects, however, were found when the intervention consisted of maternal and child supplementation as well as home visiting. Maternal supplementation had a very modest (60 gram) effect on birth weight and was also associated with improved physical growth at 3 years. The home visiting programme had significant positive effects on the quality of mother-infant interaction in both supplemented and unsupplemented groups. Behavioral effects were greatest for supplemented infants.

A school readiness test including reading readiness, math, and basic knowledge was administered to 174 children, 5-9 years of age. Results indicated that nutritional supplementation had a significant positive effect on readiness test scores, with or without maternal tutoring. Effects were greater at low levels of father's education. Maternal tutoring had no independent effects on test scores.

However, maternal tutoring was found to have an important effect on age of initial primary school enrollment. Mean age of entry was 5 years for the maternal tutoring group; 5.6 years for the maternal-tutoring/nutritional-supplementation group; 5.9

years for the supplementation group; 6 years for the control group. There were also significant positive effects of supplementation and tutoring, alone and combined, on first grade repetition rates. Children in all three intervention groups repeated at about a 4 percent rate, compared with a control group repetition rate of 13 percent.

Reviewing the developmental pattern of results during the first 6 years, the investigators speculate that nutritional supplementation has long-term effects on such factors as children's level of activity, alertness and social cooperation. Maternal tutoring has indirect effects, perhaps through effects on maternal-child interaction, on children's "familiarity with a school-like learning paradigm of interaction with adults." The largest effects are greatest for the most disadvantaged children.

Puebla, Mexico. This follow-up study carried out over a 10-year period reported that supplemented children whose mothers received supplementation during

pregnancy walked at an earlier age, exerted early sphincter control and demonstrated language superiority when compared to an unsupplemented control group (Chavez & Martinez, 1983).

Using direct observation, open field tests, and time sampling to quantify behaviors, the authors found that after 6 months of age, the undernourished children had lower activity levels when compared with the supplemented children. This difference increased with time and was evident in the amount of time spent sleeping, number of steps per hour, and quantity of time playing. In the second year, supplemented children smiled significantly more and cried significantly less than did undernourished children in the control group.

Moreover, supplemented children were not only better nourished, they also received more attention. Mothers responded more readily to children's demands. Fathers were more likely to participate in feeding. These differences appeared in the early months, as supplemented children were given toys, clothing, and rewards for good behavior. It is suggested that in the sequence of events leading to these differences, the demand for care by the child is as important as the offer of care from the caregiver, since better-nourished children demand more. The investigators also indicate that these differences can be transitory and that stimulation of malnourished children can have a positive impact on developmental outcomes.

Early Childhood Education Programmes

The second group of studies focusses more directly on preschool and early education programmes and provides evidence regarding the potential effects of early interventions on enrollment, progress, and performance in primary schools. Table 1 summarizes the information on 13 studies carried out in Asia, Latin America, and the Middle East. These 13 studies differ along several dimensions, including rigor of experimental design setting and type of intervention. However, they all have attempted to compare, over time, children who have received the programme with those who have not. Several of the studies may be characterized as research projects; others, as evaluations of small-scale demonstration projects; and others, as

evaluations of larger-scale programmes. Generally, the designs of these 13 studies are weaker methodologically than those of the 4 nutrition studies described earlier. For instance, in only one study are children randomly assigned to treatment and control groups (Kagitcibasi, Sunar, & Bekman, 1987). Comparison groups comprised of children with similar characteristics are not always appropriately or effectively identified.

Several of the studies followed preschool aged-children with and without participation in specific preschool programmes into primary school. These children attend a variety of schools, meaning that criteria used to judge promotion and progress will vary, uncertainty into the comparisons. In other studies, preschool antecedents of selected primary school children are identified retrospectively in order to define the comparison groups. When working retrospectively, a possible bias is introduced by the nature of the particular primary schools chosen for study and by the possibility that some children will not have enrolled in primary school.

In spite of these limitations and in spite of some need for caution in interpreting the results, this group of studies sheds light on factors that influence children's early school careers in developing countries. As a whole, the studies clearly demonstrate the positive effects of early intervention on children's progress through the educational system.

Early Intervention Programmes: Impact on School Enrollment, Progress, and Performance

Tables 2 A and B present a summary of the evidence regarding the effects of both nutrition and education intervention programmes on enrollment, progress, and performance in school. As indicated in the Tables, the nutritional studies showed a definite advantage in terms of children's readiness for school. Better-nourished children had an advantage physically, mentally, and socially. A similar result emerges from the several studies of education interventions. Each study involved a different indicator or set of indicators defining school readiness, usually focussing on cognitive development as it had been affected by the particular intervention in which the child participated.

Of the studies summarized in Tables 2 A,B, 10 provide comparative information about children's enrollment; 12, about school progress; and 12, about performance. The following discussion summarizes the impact of these programmes on children's enrollment, progress, and performance in primary school. (Detailed programme descriptions can be found in Halpern and Myers, 1985, and Myers, 1988).

School Enrollment. Are children who participate in early childhood programmes more likely to enroll in primary school? Relatively little information could be found to answer this question. In one of the Indian studies, enrollment was higher for children who had passed through the Integrated Child Development Service programme than for those who did not. An interesting finding of this increased enrollment is that it was significant for girls, but not for boys, who already had a high percent enrollment rate. In Guatemala, the programme also showed an effect on enrollment for girls but not for boys. The early childhood programmes seemed to have an equalizing effect. The Colombian (PROMESA) study also showed a (slightly) higher enrollment level for children participating in the programme.

Can one assume that participation in an early childhood programme is associated with enrollment at an earlier age? In six of the studies reviewed, the average age of enrollment was younger for those who had been in an early childhood development programme. We do not know from the studies whether an earlier age of enrollment led to improved school progress and performance. It seems reasonable to assume that the earlier age of entry regularizes the child's passage through the system.

School Promotion, Repetition, and Drop-out. Of the 4 nutrition studies, 2 showed an improvement in school progress for programme children; 1 failed to find a difference. Of the 13 education studies 6 showed a difference in promotion rates, 3 showed no effect (one of these was carried out in a system with automatic promotion so no difference would be noted). Four studies did not contain information on repetition or drop-out.

In some cases, the differences in promotion were rather dramatic. For instance, in the Brazilian (PROAPE) the PROAPE children had a first-grade repetition rate of 9 percent as compared with a 33 percent rate for children who did not participate in the programme. The study from Fortaleza, Brazil found a first grade repetition rate of 36 percent for children who had received the intervention. This figure was significantly lower than the 66 percent first grade repetition rate reported for children who did not receive the intervention.

The four studies from Colombia all show significant differences in progress through the educational system. The strongest effect was associated with a programme in the extremely impoverished area of the Choco, where 60 percent of the programme children reached the fourth grade of primary school, compared with only 30 percent of the comparison group. In Argentina, 36 percent of the rural children from low socioeconomic backgrounds repeated if they had a preschool experience, as compared with 77 percent for those without preschool experience. Moreover, these results consistently suggest that differences are more pronounced for children from the most disadvantaged environments.

Performance. In two of the three nutrition studies for which information was available, no differences in academic performance were found between the programme children and the comparison children. In six of the ten education studies with available information, children from early intervention programmes performed better; in two, the effect was negligible; and in one, there was no difference between the two groups. In Morocco, positive effects were found in a rural but not in an urban context.

There was less information regarding differences in social behavior of school children as a result of their participation in an intervention during the preschool years. The Guatemalan nutrition study found that programme children who received high caloric supplementation from birth to age 2 years had higher levels of social involvement than unsupplemented children had. Both Indian studies indicated better behavior among ICDS than non-ICDS children. The Turkish study found that adjustment was better among children whose mothers had participated in a parental training programme, but there was no difference in adjustment according to whether or not a child had been in a preschool centre or not.

Readiness of Schools for Children

As one may have expected, this body of evaluation research provides little insight into the readiness of schools for children. No analyses are available of what happens to children of similar backgrounds who go to primary schools of different quality. The unspoken assumption, in more than one of the studies, is that children who go to poorer quality schools will not make the same progress in spite of their involvement in the early intervention programmes.

The affect of "availability" seems to come into play in the four-country Latin American study. In Colombia and Bolivia, no differences were found between preschool and non-preschool children in their readiness at the time of entry into first grade. In these two countries, there was often a lag of 1 to 3 years between preschool attendance and entry into primary school. In the Moroccan example, promotion quotas come into play. In the Peruvian study, the poor quality of the

primary schools was suggested as the reason why improved readiness for school did not seem to have an effect on progress or perormance.

It is interesting that only in the cases where school readiness did seem to improve as a result of being in an early childhood programme that the "readiness of the school" was looked to as a possible explanation why the preschool result did not continue. But it is logical to think that to some degree, the readiness of schools for children was operating in all cases, for good or for ill. What did not occur to researchers was the need to examine the interaction between early interventions in the preschool years (as they affect the readiness of children) and the differential availability and quality of primary schools.

PROGRAMME REVIEW

India

Integrated Child Development Services

Started by the Indian government in 1975, to improve the quality of life for poor children aged 0 to 6, and their mothers in urban-slum, rural, and tribal areas. In 1989, approximately 40 percent of the targeted areas were reached, accounting for approximately 11.2 million children.

The Service functions primarily through anganwadi centres (literally, courtyards) run by Anganwadi Workers (AWW) who gather together 20 to 40 children for approximately 3 hours each weekday for supplementary feeding and preschool educational activities. Anganwadi workers are selected according to uniform criteria by the Central Government, based on education and experience and are given pre-service training by existing academic institutions and non-governmental organizations. In addition to providing the early education and supervising the supplementary feeding, the AWW are responsible for a wider variety of tasks including growth monitoring, vitamin distribution, record keeping and maternal education.

Two relatively simple studies show effects of the ICDS programme on enrollment, progress, and performance of children in primary school. Each of these will be summarized.

Chaturvedi and colleagues (1987) randomly selected three villages from adjoining ICDS and non-ICDS areas, and studied all children aged 6 to 8 in those villages. These two groups of children were " well-matched according to the parental education and occupation, number of educated members in the household, socioeconomic status, period of parental company and some other bio-social characteristics which have an association with child's mental and social development."

The researchers found that children who had participated in the ICDS preschool programme scored significantly higher on the Ravens Progressive Color Matrices than those who did not. School attendance, academic performance, and general behavior in school were all significantly superior for ICDS participants.

Lal and Watl (1986) compared ICDS and non-ICDS children from 14 rural villages with respect to enrollment, drop-out, and school performance. When drop-out figures were examined by caste group, results indicate that drop-out was much higher by grade 3 for non-ICDS children than for ICDS children in the lower and middle castes. Such differences were not observed for children in the higher castes, as indicated below:

Drop-out Rates (grade 3)

	ICDS	non-ICDS
lower castes	19%	35%
middle castes	5%	25%
higher castes	7%	8%

PROGRAMME REVIEW

Peru

Programas No-Formal de Educacion Inicial

The Programas No-Formal de Educacion Inicial, is a centre-based program for 3-to 5-year-old children. Children attend the centre for 3 hours, four or five mornings per week. Education and care is provided by a minimally trained community volunteer. A snack and/or noontime meal is also provided by mothers, on a rotating basis. In some villages, this nonformal preschool programme was associated also with income-generating projects.

An evaluation by Myers, et. al., 1985, examined the impact of the programme on school readiness in terms of a criterion-referenced test that was linked specifically to the behaviors that the PRONOEI nonformal preschool curriculum guide defined as desireable. The test had intellectual, motor, and social sub-scales. Results differed among the 3 geographic regions in which the programme was applied. In Puno, which had the most extensive programme PRONOEI children performed significantly better than non-PRONOEI children did on all three of the sub-scales. This occurred in spite of evaluation reports indicating low quality of the PRONOEI programme -- quality as judged by "promoters" teaching skills, time devoted to educational activities, availability and use of materials, and quality of supervision.

Although school readiness seemed to be positively affected, no effects of PRONOEI participation were found on promotion from 1st to 2nd grade, or from 2nd to 3 rd grade. Effects favoring PRONOEI participants were found on age of enrollment. A high rate of repetition in the 1st grade (over 50 percent) seemed to be linked to structural conditions inherent in the local school situation, minimizing the role of individual characteristics or abilities in determining children's promotion.

Summary and Policy Recommendations

What are the implications of this evidence from programmes implemented in Third World settings? The following section highlights several conclusions which can be drawn from this review and suggests actions for programme implementation.

o The data clearly indicate that early intervention programmes can have a positive effect on the probability of enrollment, progress, and performance in the early years of primary school.

o The mechanisms that produce these improvements appear to reflect a combination of factors including earlier age of enrollment; improved school readiness related to enhanced health and nutritional condition; improved cognitive skills; and changes in parental expectations and perceptions of their child's potential.

o This review also suggests that structural conditions and the quality of primary schooling can moderate the potential effects of improved school readiness on school progress or performance.

o Poor children and children from socially discriminated groups may benefit more than their more privileged peers from multifaceted early intervention programmes. It is also apparent that in contexts where gender differences are operating, preschool programmes can raise the primary school entrance rates of girls making them more similar to those of boys. It is difficult to determine from the existing data, however, whether the gains achieved are maintained over time. Moreover, the durability of these effects and the conditions under which they persist or deteriorate remains to be documented.

In summary, these conclusions are encouraging and provide a sense of hope that should stimulate additional programme design, development and evaluation. When compared against results from the United States and Europe, these data reinforce the assumption that not only are similarly positive effects of early interventions possible but that the potential for bringing about improvements is greatest where social or economic conditions prejudice a child's entrance, continuation, or performance in primary school. When placed against the potential cost savings of reduced repetition rates, these results provide an important argument in support of investing in early childhood care and development programmes.

Implications for Policy and Programming

The personal and social costs of a poor transition from home to school are such that improving the transitions should be a central policy goal of developing countries' governments and of international donors, particularly in countries where primary school repetition and drop-out rates are still high. The evidence reviewed indicates that early childhood interventions can improve this transition.

Policy-makers need not wait, therefore, for more refined and detailed studies. On the basis of available evidence, this review suggests several important policy implications regarding programming integration, operations, and evaluation. The following are some recommendations for each of these three areas.

Programme Integration. The importance of combining health, nutrition, and education interventions is highlighted by the evidence presented in this review. It is clear that in Third World settings, programmes must place greater emphasis on the health and nutrition needs of children than is required in the industrialized world. That emphasis must go beyond simple "food supplementation" to incorporate solutions to the problems of micro-nutrient deficiencies.

To improve the transition, and thereby have a positive effect on schooling, programmes must focus jointly on improving children's readiness for school as well as on improving the school's readiness for children. There is a need, therefore, to integrate early childhood programmes within existing primary school systems.

Programming integration requires a reorientation of the programming process. It means bridging the artificial separation between preschool and primary school children which occurs when children enter school. Combining programmes requires accepting the responsibility that schools must also adjust to the needs of children rather than only requiring children to adapt to the system. As concluded by Halpern and Myers:

> An integrated early childhood-primary programme could serve as a vehicle for linking family and community interests and strengthen to the formal school system; for example, fusing the values and content of the local culture into the curriculum, at first at the pre-primary then, at the primary level; serving as a focus of community development energies that, once organized, could be focussed on other issues; involving teachers in the solution of community problems linked to child development but not obviously part of the formal schools system's mandate; reaching parents and their children with educational services before the perceived costs of children's participation in a process with ill-defined returns becomes too high (1985)."

Organization. An integrated programming approach raises a series of questions regarding the organizational structure and operational mechanisms required for its survival. If early childhood programmes become the exclusive responsibility of Education Ministries, there is the danger that the formal primary school system may be extended downward to children between the ages of 3 to 6. This would reinforce the apparent inflexibility of primary schools while also creating programmes for younger children that are inappropriate to their needs.

One organizational alternative would be to create a semiautonomous unit within the Ministry of Education with responsibility for programming related to children from age 3 to age 8 or even from birth to age 8. This multi-disciplinary Unit might include individuals with expertise in health, nutrition, education, psychology, and community development. Under the auspices of an inter-ministerial committee, this unit could be staffed with personnel "loaned" from other ministries, with the understanding that each of these persons would serve as a liaison with the loaning ministry. The activities of this unit could include for example:

- The development of "Parental Education" programmes that could be linked to preschool and/or primary school through parents' committees or other organizations.

o The integration of childrearing content in ongoing adult literacy and post-literacy programmes.

o The placement of preschools and primary schools near each other, enabling primary school children to bring siblings to the preschool and to return home with them at the end of the day. In addition, the primary school curriculum might incorporate a child-to-child component in which older primary school children were not only encouraged to take child care messages home but were also required to participate as helpers in the attached preschool, as part of their school activities.

o In communities that expect a preschool environment to provide formal learning, arrangements could be made to have a primary school teacher affiliated with each preschool to work in particular with the 4- and 5- year olds on formal learning activities. This arrangement could be facilitated through joint working groups of preschool and primary school teachers. These working groups could also discuss ways to ease and monitor the transition of preschool children into the primary school setting.

o Radio, television, and video programmes for both preschool centres and early primary grades could be created. The content could include health and nutrition and play activities relevant for children between 3 and 8 years of age. A series of booklets, with suggested activities to reinforce the concepts transmitted through the audiovisual channels, could also be developed.

Undoubtedly there will be reasons why the suggested activities will not be appropriate in a particular location and the need to adjust to local circumstances is obvious. The intention here is to provide examples of ways in which the programming process might be conceptualized to create and facilitate opportunities for integrating preschool activities into the primary school setting.

Evaluation. Another implication of this review is that evaluation designs should be built into early child programmes, with opportunities for longitudinal follow-up studies of these children into the early years of primary school. In carrying out these studies, more attention must be placed on the development of indicators and instruments for measuring the process of child development.

In line with the framework describe earlier, one could consider creating a Child Readiness Profile (CRP) and a School Readiness Profile (SRP). A Child Readiness Profile would provide a description of children at age 5 as they prepare to move beyond the confines of the family and face the new environment of the school.
It is known that involvement and success in school as well as in later life is affected by the child's health and nutritional status, language competence, learning skills and facilities, self-esteem and confidence, as well as by the expectations for success held by the family and community. On the basis of these and other variables, it would be possible to construct a "Readiness Profile" that incorporates health and nutrition as well as cognitive and social dimensions of development. This profile, which should be simply constructed for easy administration, could measure for instance, morbidity in terms of sickness during the last three months, nutritional status as indicated by iron deficiency, cognitive skills as indicated by the ability to manage pre-literacy and pre-numeric concepts and skills, and a social dimension as

indicated by family expectations for the child. The validity of the profile could be measured by comparisons with other indicators of culturally accepted social

behavior. The CRP could provide both programme developers and evaluators with an instrument to identify the school readiness of a population of children.

Finally, as the studies reviewed indicate, there is a need for systematic, well-designed longitudinal evaluation research that follows children exposed to an Early Child Development programme into primary school. In the Third World, there is an absence of the kind of rigorous longitudinal studies that apparently have had such an influence on policy development in the industrialized countries. If such studies were available, Third World decision-makers would not have to refer apologetically to research from the industrialized world to justify investing in Early Childhood Development interventions. Access to such a body of research, would support the development, implementation, and evaluation of integrated programmes of early childhood development that cross bureaucratic demarcations and consider, in a holistic fashion, the first eight years of a child's life.

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TABLE I. LONGITUDINAL STUDIES OF NUTRITION AND EDUCATION INTEVENTIONS AS RELATED TO SCHOOLING

Country/ Intervention	Urban/ Rural	Age of Children	Study Population	Intervention Components	Comparison Groups
			A. NUTRITION INTERVENTIONS		
Columbia, Bogota (Herrera, 1983)	Urban Marginal	pre-natal 3 months at outset followed to age 7	443 families	All groups recieved health care Nutrition supplementation, different ages Home visits for sub groups	Random assignment to treatment groups: 1. Suppl. nutr. - mother 2. Suppl. nutr. child - 3 mo. to 3 years 3. Early stim-birth to 3 years 4. Early stim and Nutrition Combine 2 + 3
Colombia, Cali (McKay,1982)	Urban Marginal	3-7	333 Children malnourished low income	Pre-schooled Nutrition suplementation Health surveillance/care H/N education	Random assignments to: 1. 4 yrs. begin. age 3 2. 3 yrs. begin. age 4 3. 2 yrs. begin. age 5 4. 1 yr. begin. age 6 also: 5. No treatment low income group with normal wt./ht. 6. No treatment, high income

TABLE I. LONGITUDINAL STUDIES OF NUTRITION AND EDUCATION INTEVENTIONS AS RELATED TO SCHOOLING

Country/ Intervention	Urban/ Rural	Age of Children	Study Population	Intervention Components	Comparison Groups
			B. EDUCATION INTERVENTION		
Turkey, Comprehensive Pre-school Education Research Project (Kagitcibasi, 1987)	Urban	3-5	251 Children	Maternal Education using Turkish adaption of HIPPY Pre-school Education vs custodial care vs home care	Children in same neighborhoods matched on age, economic and family criteria who did not attend preschool Trained vs untrained mothers
India, Integrated Child Development Service (ICDS): Dalmau Project (Chaturvedi, 1987)	Rural	0-6	Children ages 6-8 in primary school 214-ICDS 205-non ICDS	Nutrition supplementation, immunisation, health check-ups, health/ nutrition education, non formal pre-school education	Children in adjoining area not participating in ICDS but similar in socio-culture, geographic, anthropological features. Villages within area selected randomly
India, ICDS Haryana State (Lal & Wati, 1986)	Rural	0-6	Primary school 1,271 ICDS 436 non ICDS	Same as above	Children from same area who did not participate in ICDS

TABLE I. LONGITUDINAL STUDIES OF NUTRITION AND EDUCATION INTEVENTIONS AS RELATED TO SCHOOLING

Country/ Intervention	Urban/ Rural	Age of Children	Study Population	Intervention Components	Comparison Groups
A. NUTRITION INTERVENTIONS - Cont'd					
Guatemala INCAP (Klein, 1979)	Rural Four villages	pre-natal 6 mo. at outset	671 Children (450 followed longitudinally)	Nutrition supplementation (6mo. to 7 years)	Two villages: High protein and High Calarie supplementation. Two villages: No protein, modest calorie supplementation
Mexico (Chevez & Martinez, 1983)	Rural One Village	Pre-natal (followed for 10 years)	34 Children	Nutrition supplementation to mother during pregnancy and lactation. Supplementary feeding of baby from approximately 3rd month.	Control (N = 17): Pregnant women who were well, normal ht., and between 18-36; and selection of children born with 2.5 kg or more and APGAR or 8. Interv (N = 17): Matched group, a year later.

TABLE I. LONGITUDINAL STUDIES OF NUTRITION AND EDUCATION INTEVENTIONS AS RELATED TO SCHOOLING

Country/ Intervention	Urban/ Rural	Age of Children	Study Population	Intervention Components	Comparison Groups
B. EDUCATION INTERVENTION - Cont'd					
Morocco, Literacy Acquisition Research (Wagner, 1984)	Urban and Rural	5-7	378 Children	Quranic or "modern" pre-schooling	Children in Quran pre-schools compared with children in "modern" pre-schools and non pre-school group. Samples constructed to control for social class
Latin America, 4-country study in Argentina, Bolivia, Chile, Colombia. (Filp, 1983)	Urban and Rural	4-7	2,545 Children	Pre School	First grade children who had participated in pre-school compared with those who had not (taken from same and other 1st grade classes, same schools) analysis within SES grouping
Brazil, Fortaleza Pre-school Research (Feigo, 1984)	Urban	6-7	127 Children	Public Kindergarten participation	Children who tried to enroll in same kindergarten but could not for lack of space, matched by gender, birth order, sibs

TABLE I. LONGITUDINAL STUDIES OF NUTRITION AND EDUCATION INTEVENTIONS AS RELATED TO SCHOOLING

Country/ Intervention	Urban/ Rural	Age of Children	Study Population	Intervention Components	Comparison Groups
Peru, Non-formal Programme of Initial Education (PRONCEI) (Myers, 1985)	Urban and Rural	3-5	334 Children	Non-formal pre-school Nutritional Supplementation Community improvement projects	Children in non-PRONCEI villages, with partial attempt to match on SES status
Chile, Osorno Parents and Children Project (PPH) (Richards, 1985)	Rural	4-6	Children in 52 communities	Health/nutrition education Child development education Community development	Children in same class who did not participate in PPH
Colombia PROMESA (Nimnicht, 1986)	Rural	0-7	4 Communities	Health/nutrition/child dev. education; early stimulation programme; community improvement projects	Children from same communities who did not participate in PROMESA
Brazil, Alosoas PROAPE (Min. Sande, 1983)	Urban	4-6	184-PROAPE 556-Casulo 320-Kinderg. 334-No pre-sch.	Health surveillance Nutrition supplementation Pre-school	Comparisons among children from different pre-school with non-preschoolers in first grade

TABLE 2A. IMPACT of EARLY CHILD DEVELOMENT PROGRAMS ON SCHOOL ENROLLMENT AND PROGRESS

Country/ Programme	Enrollment	Progress
	A. NUTRITIONAL INTERVENTIONS	
Columbia, Bogota	Average age of enrollment 5.6 years for supplemented/home visit 6.0 yrs for control	Repetition Treatment Yes 4% No 13%
Colombia, Cali		Average grade level in 4th year 3.2 for experimental 2.9 for comparison
Guatemala	Earlier for supplemented	No effect
Mexico (Chavez)	All enrolled	Repetition (1st gr) Treatment Yes 0.0% No 35%

TABLE 2A. IMPACT of EARLY CHILD DEVELOMENT PROGRAMS ON SCHOOL ENROLLMENT AND PROGRESS

Country/ Programme	Enrollment	Progress
	B. EDUCATIONAL STUDIES	
Turkey, Comp. Pre-School Research Project	--	
India, - (Dalman)	Entrance by ICDS at earlier age (85% vs. 74% by age 6). Only significant for girls.	Regular attendance higher for ICDS. (88% vs. 74% had average or above attendance record)
India, - (Maryana State)	Right age for grade: ICDS Yes / No lower caste 80 / 56 middle caste 75 / 56 higher caste 82 / 59	Drop out by 3rd: ICDS Yes / No 19% / 35% 5 / 25 7 / 8
Morocco	-	No difference in promotion rates.

TABLE 2A. IMPACT of EARLY CHILD DEVELOMENT PROGRAMS ON SCHOOL ENROLLMENT AND PROGRESS (con't)

Country/ Programme	Enrollment	Progress
	B. EDUCATION STUDIES	
Argentina	Lower age of enrollment (all social classes, urban and rural, especially low SES/rural)	Repetition (1st year) Preschool: Yes / No Low SES/Urban: 12% / 27% low SES/rural: 36% / 77%
Bolivia	Negligible difference	- -
Chile	Lower age of enrollment (all social classes)	No difference.
Columbia	Negligible difference	Repetition (1st year) low SES/urban Preschool: Yes 10% / No 22%
Brazil	-	Repetition (1st year) (girls benefitted most) Kindergarten: Yes 36% / No 66%

TABLE 2A. IMPACT of EARLY CHILD DEVELOMENT PROGRAMS ON SCHOOL ENROLLMENT AND PROGRESS

Country/ Programme	Enrollment	Progress
	B. EDUCATIONAL STUDIES	
Peru	Lower age of enrollment	No difference in 1st or 2nd grade promotion rates
Chile	- -	- -
Colombia	Enrollment in 1st grade PROMESA Yes: 100% No: 87%	PROMESA Yes / No Reached 2nd grade: 83 / 77 Reached 3rd grade: 73 / 44 Reached 4th grade: 60 / 30
Brazil Alagoas	- -	- -

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TABLE 2B. IMPACT of EARLY CHILD DEVELOMENT PROGRAMS ON SCHOOL PERFORMANCE

Country/ Programme	Performance
	A. NUTRITION INTERVENTIONS
Columbia, Bogota	Teacher assigned grades No difference (1st grade) 6.0 yrs for control
Colombia, Cali	--
Guatemala	Academic Performance - No effect Social Interaction - Positive Effect
Mexico (Chavez)	Significant difference found in: - School exam - National Exam - Detroit-Engle Test - Behavior Observations

TABLE 2B. IMPACT of EARLY CHILD DEVELOMENT PROGRAMS ON SCHOOL PERFORMANCE (con't)

Country/ Programme	Performance
	B. EDUCATIONAL STUDIES
Turkey Comp. Pre-School research Project	Performance in Grade 3 Maternal Custodial/ Home vs. Non Maternal Ed. School Grades: + / + Behavior: / + Achieve Test: + / + General abilities: / +
India, ICDS - Dalman	Scholastic performance, based on teacher ratings favored IÇDS (90% vs 76% rated average or above). Behavior: 93% vs 81% rated average or above.
India, ICDS - Maryana State	Teacher classifications: "Overwhelming majority of the children in top ten and 20% werew those who had 2-3 years of exposure...to Anganwadi...Attention span and retention power was superior."

TABLE 2B. IMPACT of EARLY CHILD DEVELOMENT PROGRAMS ON SCHOOL PERFORMANCE

Country/ Programme	Performance
	B. EDUCATIONAL STUDIES
Morocco	1. Achievement test (1st grade) + for Quranic in rural areas + for "modern" in urban areas no difference for Quranic in urban areas 2. General abilities test
Argentina - 4-Country study	1. Reading/writing ability significantly higher for preschoolers of all SES levels.
Bolivia - 4-Country study	1. Reading/writing ability significantly higher for preschoolers (except for urban marginal children.
Chile - 4-Country study	1. Reading/writing ability negligible effect.
Colombia - 4-Country study	1. Reading/writing ability negligible effect.

TABLE 2B. IMPACT of EARLY CHILD DEVELOMENT PROGRAMS ON SCHOOL PERFORMANCE

Country/ Programme	Performance
	B. EDUCATIONAL STUDIES
Brazill (Fortaleza)	-
Peru (PRONOEI)	No difference in grades or on results of special math/language ability test (Aliaga)
Chile (Osorno, PPH	First grade: Teacher rating + (71 vs 37 rated as good) Draw-a-man + Parental assessment +
Colombia (PROMESA)	- -
Brazil (PROAPE) Alagoas	- -

INFORMATION FROM NETWORK COORDINATORS

PROGRAMME REVIEWS

1. Pakistan: Heights of Learning; The growth of self-help and participatory schools.

School conditions and teaching methods in the north of Pakistan used to be as harsh as its mountains. Now, new classrooms are going up and age-old rote learning is gradually being replaced by an approach to education based on self-help and participation. This is producing not only better exam results but also a greater sense of community and new opportunities for local people, particularly girls.

The first Aga Khan schools in Chitral and the Northern Areas of Pakistan were set up with funds raised by the Ismaili community in 1946, to celebrate the Diamond Jubilee of Sir Sultan Mahomed Shah Aga Khan, the 48th Imam and the present Aga Khan's grandfather. In those days, well before the Karakoram Highway and the start of daily flights from Islamabad to Gilgit and Chitral, the region was among the most isolated on earth. Its inhabitants, more than a third of them Ismailis, worked against the odds of climate and geography to coax a living out of the land.

There was scarcely any formal education, and schools that did exist were exclusively for boys. The Diamond Jubilee schools were set up to supplement the efforts of the government. As in other Aga Khan schools, the emphasis was on girls, who for centuries had been relegated to a life of unremitting, often back-breaking labor. Lack of instruction made it impossible for them to improve their situation or give their children new horizons.

There are now 154 Aga Khan schools in Chitral district and the Northern Areas, but parents in many villages have not yet overcome their reluctance to enroll their daughters. One reason is that many of the teachers are men (because few women are educated). Some parentsstill pull their girls out of school to get married at an early age or to work in the fields. All too often, parents are unconvinced that what is taught is useful. The result is that even today in many of the villages not a single woman can read or write.

These problems are far from solved. They are not improved by the low level of government spending on education and a rate of demographic increase likely to double the population of the region over the next 25 years. But some things are changing.

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2. Peru: Preschool Education Training Centres; A Process of Empowerment.

Transforming the educational activity in the classroom is the main objective of CNCD--Centro Nacional de Capacitacion Docente en Educacion Inicial No Escolarizada (National Preschool Education Training Centre--in Peru. CNCD operates two Bernard van Leer Foundation-supported projects in cooperation with the Ministry of Education. The first is concerned with the "transfer of preschool training methods" and the second with developing a "strategy for the transition between preschool and the early years of primary school." Both involve training people who train staff of preschools (animadores) and primary schools (teachers) and both use two working methods: action-reflection-action and investigation-action. CNCD estimates that it reaches 23,000 children in the marginalized urban and rural areas in Peru in which it works.

Action-reflection-action is a method that springs from people's own life experiences. Starting from this, a process of reflection develops according to the situation and what needs to be changed or improved. This reflection then leads to new action. In other words, each training activity concludes with a commitment to modify the situation or bring about personal change. This method is used in the training of teachers, in the work with animadores, and in work with parents. We want all these groups to use this method, to counteract the attitude of the professors who think that they have to say everything, to explain everything, rather than drawing on the real situation.

Trainers are trained to work with the community. When they begin a programme, they contact the community leaders to check what children's needs are; in other words, they make a diagnosis. Generally, the parents understand the needs, and teachers and animadores plan activities according to the wishes of the community, trying to develop a programme that will be serviced by a local person. The agreement of parents to participate actively is important; it is not simply an undertaking by the teacher or animadora to deal with the educational situation, but a joint venture involving parents, teachers, animadores, and community leaders.

The other method is investigation-action, which is practically the same. It is investigation as you go along. Staff are asked to record what happens with the children or with the work with the community, to keep a simple record that allows for evaluation. This allows them to consider if there are other methods that could be used and to collect information about what is happening and, on the basis of this, make an analysis.

A CNCD teacher comments about her work with the project. "countries that really want to have creative and healthy young people and adults have to take care of the needs of children. It has been proved that a child who does not receive adequate nutrition and health care in the first year of life is already disadvantaged by the time he or she gets to school. Because of malnutrition in our Third World countries we are destroying mankind."

Her work has much influence on her life: "I have learned to respect children, because they have great creativity, great potential. We parents generally think that

we have all the answers and that the children must do things in a certain way. On the contrary, we have to respect the child's world, understand and stimulate it, not reduce or limit it."

3. Indonesia: A Women's Income Generation and Literacy Programme

"Learning and Earning" opportunities are being offered by the Kejar Paket A and Kejar Usaha programmes for women in Indonesia. The programmes, supported by such facilities and activities as village reading courses, rural newspapers, and preparation for primary school equivalency examinations are aimed at eliminating illiteracy, especially among women; increasing participation of women in child-survival and development activities; and enabling women to increase their income through loans for small businesses.

According to Faesol Muslim, Project Officer for Education, UNICEF Jakarta, UNICEF's assistance in the programmes includes providing management expertise and training of volunteers at the subnational level and developing child-survival and development booklets to supplement Paket A textbooks distributed to learning groups.

Kejar Paket A learning groups are formed on a rotation basis, with the proposal originating from the village itself and passing through a supervisor to district and provincial nonformal education officers. Most learners are poor, illiterate girls and women between the ages of 13 and 44, with no fixed occupation. Tutors are selected from the community, which also provides a venue for classes. A village task force manages funds for the programme.

The 1987 midterm review found that Kejar Usaha group members have been able to increase their income by as much as 34 percent a year, and Kejar Paket A learners have been able to raise their income by 20 percent a year. The Kejar Paket A scheme has also become an alternative to formal schooling for primary school drop-outs, who form 46 percent of learners. A new innovation in the Kejar Usaha programme is that loans are being extended through the Bank Rakyat Indonesia (BRI) on collaterals furnished by UNICEF and the government. This offers group members a chance to learn to deal with banks; it allows task forces greater control of funds; and it frees civil servants from having to keep detailed accounts of payments and repayments. As UNICEF demonstrates the programmes' positive impact, Kejar Paket A and Kejar Usaha are being replicated in other areas in Indonesia. A total of 5.6 million illiterates will be reached during Repelita V, the country's next five-year development plan.

For more information contact Project Officer for Education, UNICEF, P.O. Box 202, Jakara, 10002, Indonesia.

4. Argentina: Cruz del Sur: A Constellation of Challenges

Two key ideas form the backbone of the Cruz del Sur project in Argentina. These include the belief in the great importance of the early years of life and in the need to attend to all aspects surrounding the child--health, nutrition, quality of the environment, and so on--with the active participation of the mother.

In San Luis, a city that as a consequence of internal migration, has doubled its population to 160,000 in the past 3 years, the Cruz del Sur project is being carried out as an initiative of the National University of San Luis with the support of the Bernard van Leer Foundation.

There are slums--barrios where there is absolutely nothing, no telephones, no lights, no police. There are areas where people arrive with five or six bricks and a pole with a flag, and where if in the space of a month they put up walls somehow and put a roof on it, they can remain. It is in one of these barrios, the most difficult, where they have begun work.

For the past year, six professionals have been working in one of the poorest barrios--barrio Tibiliti--where a Centre of Learning is functioning. The local people call the centre la escuelita (the little school). In a small building, which was renovated by a working group and the families of the barrio, the Tibiliti Learning Centre was developed. The mothers and their children meet there each afternoon. There a kindergarten teacher supervises a learning workshop for the children, and there is also a workshop in which the mothers participate in various activities. The centre is a place for reflection and action.

The project eventually hopes to develop a nonformal education model that can be applied in the region by transferring it later to the relevant government institution. The model will be varied, but the basis will be a Centre of Learning with a teacher and three animadoras. The objective is that the mother's who work with the teacher will take what they learn back to their homes and thus not only improve the quality of life of their families but also have a stimulating function in the barrio, which will help in the search for solutions to some of the larger problems.

The mothers who are selected for training as animadoras have to meet certain conditions. They must be from the barrio; they must like children; and they must have the time to dedicate to the work, because we hope they will become partners with the teacher. They are paid, since they are very poor. Some of them have to leave their work as domestic servants to work in the Centre. At the moment, the first mothers are being selected.

Interviews are underway to start a second Centre, and a third will be opened soon. The Cruz del Sur project is a constellation of challenges and experiences of mutual learning and constant evaluation. The project also hopes to influence the training of kindergarten teachers. Most University graduates are not trained to work with marginalized children, and therefore we must incorporate more information about the social context in their training, to change the attitudes they have about marginalized children.

Cruz del Sur foresees much work in the future, and the motivation and enthusiasm of everyone is immense. One of the teachers in the project has remarked, "The work in the project has changed my life and that of all the team. It is somewhat far-reaching. We are very motivated to do something for our children, from our province and our country. Marginalized children affect us a great deal, and for this reason we have much strength to get on with the project. Today we have a different perception of the world, of problems in general, of our work in the university, of everything. It is a very fulfilling job."

This project was reviewed in the Bernard van Leer Foundation's Newsletter, July, 1989. For more information please contact the Foundation, P.O. Box 823334, 2508EH, The Hague, The Netherlands.

5. Philippines: An Early Childhood Enrichment Programme.

This programme grew out of a research study launched in the early 1980s to determine parents and institutional workers knowledge of and attitudes towards child care. Based on the findings, a training curriculum for child care workers and teaching/learning materials for preschoolers were developed and tested on a regional scale. The positive results of the tests gave birth to a national project called Early Childhood Enrichment Program (ECEP). Four government agencies (Department of Social Welfare and Development, Department of Agriculture, University of the Philippines Child Development Center, and the Council for the Welfare of Children) and two nongovernment organizations (Children's Communication Center and Nutrition Center of the Philippines) collaborated in implementing the project. The National Economic and Development Authority and the United Nations Children's Fund (UNICEF) provided technical and financial assistance for manpower training, development and production of materials, and research and evaluation.
ECEP teachers are guided in their work by a weekly activity guide that consists of the following components:

Objectives for each session and the corresponding tasks of the day care worker for achieving these objectives

Learning situations that aim to develop the child's motor skills, language competencies, mental capacity, social behavior, and values

Exercises that allow each child to discover his body functions, to communicate, to accomplish simple tasks individually, to relate with other children, and to recognize positive values

Teachers are also guided by a checklist that details the expected characteristics of a child at a certain age and the corresponding activities to be undertaken to facilitate the child's development. Such an aid allows teachers to devote special attention to those children who exhibit problems in their physical and intellectual growth.

An ECEP kit is also given to those who have completed the training. The items include a child care manual for parents; a manual for child care workers; a collection of songs, poems, toys, and games for preschoolers; storybooks and a companion manual on storytelling; and a resource book of relevant information.

These materials emphasize the use of symbols and images that are familiar to the children, themes and representatives objects describing the children's environment. Information is readily available. Play materials can be constructed from available paper, boxes, bottles, cans, buttons, leaves, flowers, sea shells, seeds, stones, and other household or neighborhood items.

As of December 1987, a total of 5,213 day care workers (DCWs), 960 Rural Improvement Club (RIC) leaders, 287,514 parents, and 1,691 day care trainers were

trained and assigned to serve the children and promote early development. A total of 103,689 sets of learning materials were developed and produced for the use of various day care centers, RIC children's centers, and parent groups organized by the DSWD and the DA. The books, toys, and similar materials were evaluated to determine if they were useful and appropriate for early childhood development.

Evaluations of the programme indicate that on the whole, preschool children who participated in the program performed better in school than those who did not participate in any preschool program, as shown in the evaluation done in 1987.

In a country where only 3 million of the 11 million children have access to some form of early childhood learning and where preschool education is not officially part of the public school system, ECEP offers a distinct alternative. But the challenge remains. For every village that has been reached by child care services, a thousand others stagnate; for every child who benefits from these services, a million others languish.

Additional information about this programme is available from Council for the Welfare of Children (CWC), Molave Wing, DSWD South Building, South Superhighway, Nichols Interchange, Makati, Metro Manila.

6. Kenya: The Development of Early Childhood Eduction and Care in Kenya.

Early childhood education in Kenya gained momentum in 1972, when the Kenya Government and the Bernard van Leer Foundation started the Preschool Education Project.

During a 10-year period 1972-1982, the project carried out experimental work in training preschool teachers, developing culturally relevant materials for the preschool programmes, and encouraging community participation in pre-school programmes. These activities were carried out in the Nairobi, Murang's, Kiambu, Kilifi, and Keiyo Marakwet districts.

In 1984, the Bernard van Leer Foundation, in collaboration with the Kenya Government launched the National Centre for Early Childhood Education (NACECE) at the Kenya institute of Education (KIE) to coordinate preschool education in the country.

Today the NACECE plays a significant role in the design, development, and dissemination of professional ideas, educational materials, and services for early childhood education and care. Specifically, the NACECE provides the following:

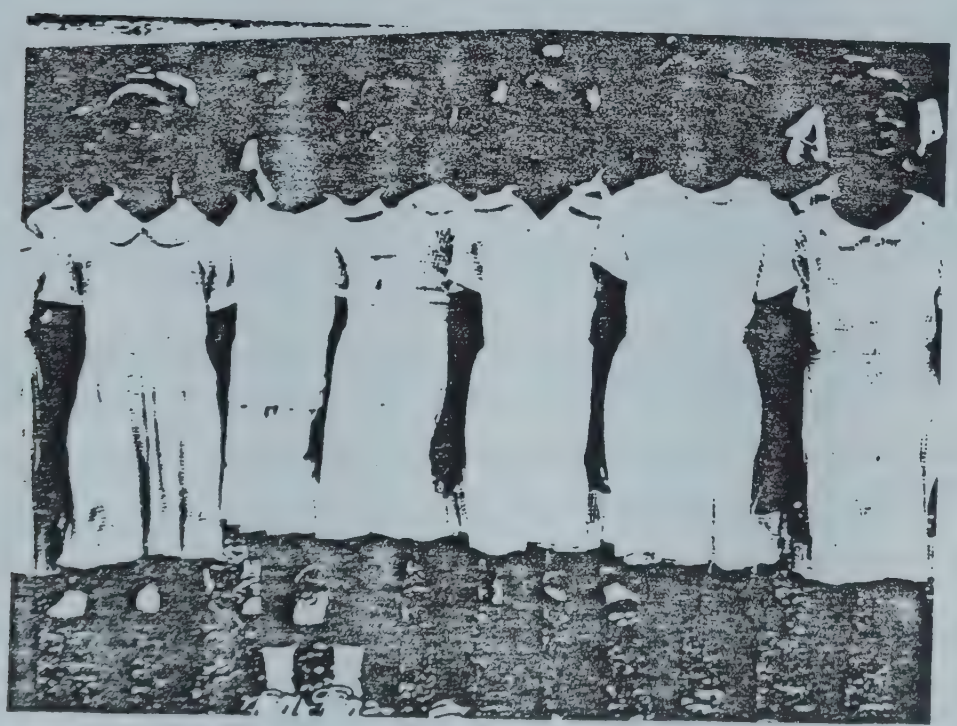
Training for early childhood education personnel
Curriculum development and dissemination
Research in early childhood education and care

Another function of the NACECE is to coordinate and disseminate the work of the District Centres for Early Childhood Education (DICECEs). The District Centres are intended to facilitate the training of preschool teachers. The teachers, in turn, bring services closer to the preschool children and their families.

District Centres for Early Childhood Education are currently training 750 preschool teachers per year. The teachers undergo a 2 year inservice programme. Apart from training teachers, DICECE's also mobilize the local communities, so they can improve the quality of life for preschool children. This is accomplished by ensuring enriched educational provision, improved health services, better nutrition, and care of the children.

The activities of the NACECE and the DICECEs have had far-reaching effects on the early childhood education and care programme in the country. There is an increased awareness of and concern for the young child among the local leaders, the parents, and the community. Local authorities are providing sites for building DICECE's and improving physical facilities. Intake of teachers in the 2-year inservice programme has increased from 200 in 1984 to 750 teachers at this time. Currently the Kenya Government and the Bernard van Leer Foundation are funding a building at Kenya Institute of Education that will house the NACECE and facilitate Early Childhood Education activities in the region.

This report appeared in the first issue of the NACECE Newsletter For information, contact the Editor, Kenya Institute of Education, P.O. Box 30231, Nairobi, Kenya.



NOTES FROM NETWORK COORDINATORS

1. Kenya: Health Education Network (HEN).

The Health Education Network is an informal association of organizations and individuals involved and interested in the development, utilization, or promotion of health education concepts, materials, research, and techniques. The Network provides a forum for facilitating the exchange of information on progress and developments in health education in Kenya, as part of Primary Health Care. The Network's Secretariat is based at the Department of Health Behavior and Education (HBED) in the African Medical and Research Foundation.

The creation of the Network was motivated by the recognition of the following factors:

- o Lack of a forum for the various organizations involved in health education to exchange ideas, skills, information, experiences, and materials
- o Duplication of effort and resources in the development and promotion of health education activities
- o Utilization of available materials, experiences, skills, and information by a relatively small audience, thus calling for proper coordination and thorough collaboration through a network system

The Network aims at promoting positive health behavior through appropriate information, education and communication materials, and techniques. To achieve this goal, it is necessary to exchange information on current and proposed health education activities. In addition, the Network has potential to expand into a general "clearing-house."

The following activities will be undertaken to achieve its objectives:

- o Development of a documentation centre for all types of health education materials - print as well as audio-visual
- o Production of a newsletter forming link forum for discussion on areas of concern among the members
- o Publication of a biannual bulletin
- o Training through workshops and seminars

For more information on how to become a member of the Network, please contact Health Education Network, AMREF, P.O. Box 30125, Nairobi, Kenya.

2. El Salvador: Street Vendor's Children.

Work has started in a new project in El Salvador. The continuing civil war in El Salvador has led to more than 600,000 people being displaced, largely to urban

areas. A high proportion of the displaced are women and children, and in order to survive, many of the women try to make a meager living by selling fruit and vegetables in the street markets. The children who usually accompany their mothers to the market, have little chance to play or to learn. Most of the children do not attend primary school and start working themselves by the age of 7. The project will establish a Child Development Centre a short distance from the central market of Soyapango, a densely populated industrial suburb east of the capital, San Salvador. The Centre will operate a day care programme for the children together with an associated educational programme for the mothers.

3. Lesotho: Upgrading Programme.

More than 200 early childhood development centres have been set up in Lesotho by local communities. The Early Childhood Development Unit of the Ministry of Education and the Lesotho Distance Teaching Centre, with the support of the Bernard van Leer Foundation, have begun a programme of training, curriculum development, and parental education in three districts. Working with local leaders, parents, and communities, the programme sponsors hope to develop a training system for underqualified teachers, to produce locally relevant materials, and to create local and national awareness of the needs of young children. Emphasis will be given to child health and nutrition and to the prevention of child accidents and water-borne diseases.

4. Latin America: Comite Hispano Montessori.

The Comite is a nonprofit organization that provides a communication network and services for educators of Hispanic communities in Mexico, the United States, the Caribbean, Central America, and South America.

Some of the activities of the Comite include the development of teacher-education programs, distribution of Montessori books and articles in Spanish, information and resources for dissemination, and publication of a newsletter in both Spanish and English versions.

Comite has made Montessori more accessible in Latin America and has helped to bring early childhood education to some of the neediest children in North, Central, and South America.

For more information, please contact Comite Hispano Montessori, 2127 South 35th Avenue, Omaha, NB 68105, USA.

5. India: Radio Listener's Forums for Child Development.

Recognizing that radio is a powerful tool for communication in social development, the Government of India and the India Office of the United Nations children's Fund (UNICEF) have since 1982,jointly launched a series of Media Orientation Projects (MOP) in different parts of the country as media support to the Integrated Child Development Services (ICDS). These MOPs focused on the thematic subject of Mother and child Health with special reference to the first year of the child--from conception to the first birthday. The media-oriented projects are patterned after the Radio Rural Forums of the 1950s with one important difference.

The radio messages are targeted to the rural women, especially pregnant and lactating mothers, and use women as group animateurs. The MOPs are also tailored specifically to be integrated into the existing (ICDS) programmes, which now reaches approximately 11 million children under the age of 6.

THe broad objectives of the MOP's may be stated as follows:

o Sensitize and motivate media personnel to the problems of women and children, especially in the rural and tribal areas, so that they develop empathy for field-level workers and realize their roles in supporting them.

o Enable field-level workers to realize the importance of media as a support to their programmes.

o Orient state government planners and administrators to the use of media support, particularly the radio, in the delivery of basic services to women and children.

o Establish a team-mode approach to radio programme planning, conceptualizing, and production between radio and other forms of media.

Each "MOP" is area- and region- specific and involves decision- makers of various departments of the state governments in its development.

After seven years of running these projects, involving over 66 of the 96 AIR radio stations, spread across 16 states and establishing over 14,000 ICDS radio forums, time has come to take stock of the Project and analyze its usefulness and contribution to social development, particularly its contribution on the lives of rural women and children.

For more information, please contact Assistant Programme Communication Officer, UNICEF, Regional Office for South Central Asia, Lodi Estate, New Delhi, India.

6. India: The Indian Council for Child Welfare.

The Indian Council for Child Welfare (ICCW), which was established in 1952, is a major national-level organization with responsibility for the implementation of child development programmes through its 28 affilates located throughout the country. Its major objectives include implementation of child welfare services, child advocacy and legislation, development of training programmes, organizing conferences and seminars, and consultation to governments and other organizations providing service to young children.

In particular, the ICCW provides service to children through its Baladis, a programme of nutrition, preschool education and health care for children between the ages of 3 and 5. In addition, the ICCW has developed a programme of creches for low-income children with working mothers. At the present time, approximately 1,126 creche centres have been established throughout the country.

For more information, contact Indian Council for Child Welfare, 4, Deen Dayal Upadhyaya Marg, New Delhi 110002, India.

7. International Development Research Centre: World Conference on Education for All Review Papers.

The International Development Research Centre (IDRC) is preparing two review papers for the upcoming World Conference on Education for All, which will be held in Bangkok in March. One review, "Life-Skills Learning Within the Context of Community Based Information Programmes" will focus on the "unplanned" or "incidental" learning that occurs as a consequence of or in association with specific development intervention programmes such as health, family planning, or literacy programmes. For example, a health care program may have as its planned objective, that mothers learn how to monitor and record the nutrition and growth patterns of their children. Incidental to this learning, however, mothers may acquire numeracy and problem-solving skills; may become better decision-makers or negotiators; may develop new and positive understanding of the food-health connection; and, more negatively, may develop more cynical attitudes about the inability of outside interventions to address their real needs.

In this review, life skills will include the following: literacy and numeracy; attitude, knowledge, behaviors related to health, nutrition, and family planning; child development or parenting skills; and community mobilization and organization skills. The paper will explore the extent to which development programmes effectively use opportunities for incidental learning as well as the relationship of this learning to indigenous knowledge and culture. In addition, the paper will examine the extent to which this kind of learning should be made an explicit objective of the development programme.

The author is interested in obtaining information and materials on this topic. Please submit information, input and suggestions to Anne Bernard, c/o Sheldon Shaeffer, IDRC, Bon 8500, Ottawa, Canada K1G 3H9.

The IDRC second review paper, "The Use of Participatory, School-Based, and Community-Supported Innovations in Formal Basic Education," will consider the trend in developing nations to move away from centralized, governmental reforms in formal basic education to more decentralized innovations that emphasize community support and involvement.

The programmes to be examined will, for example, include: innovations in the decentralization of policy formulation, curriculum control and development, teacher training, and school management. The major issues addressed through this analysis include the following: contextual and educational factors motivating decentralization efforts; decentralized innovations; and the relationships between local structures and organizations and central agencies in these innovations. The outcomes of these innovations in such areas as educational improvement, teacher attitudes, community mobilization, individual participation, and costs will be addressed in this review. A synthesis of models from the innovations reviewed and the applicability of these models for developing countries will be presented.

The author is interested in obtaining information and materials on this topic. Please submit information, input and suggestions to the author as follows: Zainal Ghani, Project INSPIRE, University Sains Malaysia, Minden, Denang, Malaysia.

8. Madagascar: Child Development Initiatives and Primary School Performance.

During 1986-87 a collaborative study on the "Problems of Repetition and Drop-out in Basic Education in Madagascar," was carried out b UNICEF, UNESCO, and the Malagasy Ministry of Basic and Secondary Education.

The study revealed a significant correlation between preschool attendance and education wastage. Preschooling gave children a better chance to avoid the fatal cycle of grade repetition and early drop-out. The study also found out that the more pupils in primary schools had previously attended preschools the more successfully these schools were able to cope with problems caused by repetition and drop-outs. The authors conclude that every effort should be made to expand preschool services especially into the rural areas where almost no preschool opportunities exist.

To expand preschool opportunities in Madagascar, the Government Department for Preschool has agreed to provide initial inservice training to interested communities who will run their own preschool activities.

The training includes orientation for the physical setting up of a center; stimulation and care taking for children between 3 and 6 years; techniques of toy production with locally existing materials; and parental education to support the activities. It is understood that these preschool activities will be linked with community development and primary health care activities undertaken in these same communities.

The results of this study are reported in "The Problems of Repetition and Drop-out in Basic Education In Madagascar," Notes, Comments...180, UNESCO/UNICEF Cooperative Programme: Paris, January 1988.

9. Nepal: Rethinking Visual Literacy – Research in Progress.

A study currently underway in Nepal aims to discover how quickly standards of visual literacy can be improved by teaching several key clues to picture interpretation. Among nonliterate populations, this could help to bring improvement to the effectiveness of extension workers in health and many other areas. It is noted that research in the visual literacy field has given clear indications of the type of illustration most likely to be understood by people with limited exposure to printed materials. Such research has led to emphasis on a particular style of simplistic illustration typical of health and other development programmes in many third world countries. However, it is hypothesized that increased exposure to illustrated materials affects response. Making illustrations merely "understandable" may not then be sufficient to challenge entrenched behavior patterns which require more creative and imaginative interpretations.

This study appeared in Health Education Research Theory and Practice, Vol. 3, No. 4., 1988. For more information contact UNICEF, P.O. Box 1187, Kathmandu, Nepal.

10. United States of America: "Ab Initio" An International Newsletter for Professionals Working With Infants and Their Families.

Ab Initio is a new newsletter produced twice a year through the University of Massachusetts at Amherst and the Children's Hospital, Boston. The Latin title was chosen to emphasize the universal and pan-cultural thrust of this newsletter on the one hand and the focus on infancy research on the other.

The newsletter's primary aim is to facilitate communication among researchers, educators, and clinicians working with infants and parents in different settings across the world. We hope to provide a forum not only for the dissemination and discussion of different cultural approaches but also for ideas and research from the wide range of disciplines now converging in the field of infancy.

Ab Initio has its origins in the Child Development Unit at The Children's Hospital in Boston, where over the years clinicians and researchers from all over the world have visited either to learn about the NBAS or to share aspects of their work with us. These mutually enriching contact have resulted in an informal network of infant specialists spread over many countries; this newsletter is designed to consolidate and expand that network.

For more information, contact Kevin Nugent, Ab Initio, 910 Massachusetts Avenue, Lexington, MA 02173, USA.

PUBLICATIONS

BOOKS/MANUSCRIPTS

1. Anderson, Mary B. "Improving Access to Schooling in the Third World: An Overview." BRIDGES Research Report Series. Issue No. 1, March 1988.

This document reviews the literature on access to education in Africa, Asia, and Latin America. "Access" is defined to include entry into school, retention in school and good-quality education.

Two rationales exist for government policies of access: (1) Education for all children is valued as a basic right (2) Education is a means for education is a means to achieving other goals, usually economic- and social-development and political, national-integration goals.

Although lack of access to education is basically a problem of insufficient resources, research clearly shows that distinct patterns of access to or exclusion from education exist in most societies. Eight factors that affect differential access are identified, including the following: remoteness of residence; poverty; gender; intrafamily composition and birth-order; race or ethnicity; religion; handicaps; and children in transition.

Policies that address access issues can focus either on increasing the supply of education or on changing the effective demand for education. The paper describes case studies revealing the impact of various problems. The research shows that when policies focus on a single factor affecting the demand for education, it improves access somewhat but often brings unintended consequences that reinforce existing patterns of access and exclusion.

This publication is available from the Publications Division, Project BRIDGES, Harvard University, Cambridge, MA, USA.

2. Bray, Mark. Multiple-Shift Schooling: Design and Operations for Cost-Effectiveness, Digest 27. Paris: UNESCO/UNICEF, Cooperative Programme, 1989.

This document pursues one of the main themes underlying the DIGEST series of the UNESCO-UNICEF Cooperative Programme, that is, how to extend basic learning opportunities and at the same time increase their quality and effectiveness.

Multiple-shift schooling is undoubtedly a good case in point. It is being practiced widely and in a variety of models, both in poorer countries and in better-off school systems, where demand for school places often outstrips available capacities. Raising enrollments while containing costs and maintaining quality of teaching and learning is indeed an overriding concern of educational practitioners the world over.

Mark Bray is probably amongst the first to have analyzed and compared multiple-shift schooling in a variety of settings and cultural contexts and to have explored their educational and economic implications. The contents of this DIGEST can

serve as useful course material in training programmes for educational administrators and school principals and as a basis for choosing the particular multiple-shift model best geared to a particular educational setting.

This publication is available in English and French from UNESCO, 7 Place de Fontenoy, 75700, Paris, France.

3. Courtault, Michel. Pre-literacy training: A useful concept? Notes, Comments... No. 185. Paris: UNESCO/UNICEF/WFP, Cooperative Programme, February, 1989.

The reading and writing of letters and figures requires a set of specific capabilities, some of which are related to the social environment of the future literate adult, for example, oral communication and communication by signs and symbols), and others of which are related to the abilities of the individual himself for example, vision, hearing, and fine-motor activity of the hand and fingers. These abilities are put into practice differently by the child and the adult. Much has been written on the conditions necessary for learning to read and write by children, thanks to the prevalence of primary education throughout the world. But little has been written about the learning process of illiterate adults. In these notes, only some experiences with adults are dealt with, without any attempt being made to compare the field of adult learning with that of child learning.

Available in a bilingual French/English format from UNESCO, 7 Place de Fontenoy, 75700, Paris, France.

4. Hawes, Hugh. Child-to-Child: Another Path to Learning. Hamburg, UNESCO Institute for Education, 1989.

A comprehensive but concise and readable response to the question "What is Child-to-Child?" has long been needed and Another Path to Learning provides just that. A policy-maker's and practitioner's guide to Child-to-Child, it encapsulates in 130 pages the philosophy underlying the Child-to-Child approach. It describes how the programme began, how it grew and developed from the idea of sibling care to child power.

Another Path to Learning is the story of Child-to-Child. And like all good stories it opens up imaginative possibilities for child-powered development in communities around the world.

It looks at the tremendous potential of the approach: how the role of children in improving their communities' life-style can be broadened and deepened to cover not just health issues but educational, environmental and other social issues.

Through three detailed case-studies and through fifty examples of Child-to-Child projects around the world, it shows the Child-to-Child approach as it operates at the field level.

Another Path to Learning is written by Hugh Hawes and draws extensively on the survey of Child-to-Child by Tony Somerset. It is produced by the UNESCO Institute

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for Education in Hamburg. Policy-makers, project planners and implementers in health, education, and community development will find it stimulating reading.

This publication is available from Teaching Aids at Low Cost, P.O. Box 49, St. Albans, Herts, AK1 4AX, UK.

5. **Mackenzie, F., and Ewasi, K. (Eds.). Research Issues in Child Health and Child Care. Proceedings of a workshop held in Accra, Ghana, 22-26 September, 1986. Ottawa, Canada: IDRC, 1988. Publication No. IDRC-266e.**

This workshop brought together West African health scientists and social scientists to discuss methodological and conceptual issues in the study of infant and child health and mortality and to identify new research needs. Health and social scientists from Gambia, Ghana, Nigeria, and Sierra Leone attended the workshop. Emphasis was placed on evaluation of research design and techniques for analyzing the determinants of child health rather than on the presentation of findings.

Discussions and papers focused on four central themes: conceptual frameworks more appropriate to local contexts, questions of scale and measurement, the search for indicators of child health, and directions for future interdisciplinary research. This publication is intended to serve as a record of the proceedings of the workshop and to promote further communication and interaction among researchers working in the area of infant and child mortality and health.

This publication is available from Teaching Aids at Low Cost, P.O. Box 49, St. Albans, Herts, AK1 4AX, UK.

6. **Olmsted, Patricia P., and Weikart, David P. (Eds.). How Nations Serve Young Children: Profiles of Child Care and Education in 14 Countries. Ypsilanti, Michigan: High/Scope Press, September 1989.**

In this book for early childhood policy-makers, professionals, and practitioners, countries ranging from developed to developing describe their early childhood services. Topics covered in each nation's profile are its history of early childhood care and education, demographics, child and family policies, current care and education services (both formal and informal), and issues for the next decade.

A first-time collection of its type, the book summarizes present knowledge about children's services in each country to provide a starting point for a cross-national study now underway in Belgium, the Federal Republic of Germany, Finland, Hong Kong, Hungary, Italy, Kenya, Nigeria, the People's Republic of China, the Philippines, Portugal, Spain, Thailand, and the United States. The study, which aims at providing detailed and up-to-date information to help policymakers and professionals meet the growing worldwide demand for preprimary services, is sponsored by the International Association for the Evaluation of Educational Achievement (IEA).

How Nations Serve Young Children is published by the High/Scope Educational Research Foundation, a Michigan-based early childhood education, research, and training organization, which is serving as international coordinating center for the IEA preprimary study.

This publication is available from High/Scope Press, 600 N. River Street, Ypsilanti, MI 48198, USA. ISBN 0-929816-07-2.

7. Russell, James P. Graded Activities For Children with Motor Difficulties. England: Cambridge University Press, 1988.

Graded Activities is a series of "Graded Activities" for children with motor difficulties that can be used by primary school teachers who have little or no specialist training in physical education.

It provides an easy-to-understand and comprehensive introduction and outline of the difficulties children face and how these can be approached. It is not a book of great depth in this area but a short, clear, descriptive explanation of what is involved and how those involved can help.

The activities are useful for children in the 7-8 years old age and above, although they could be adapted for younger children. Simple diagrams help to explain activities and how they are undertaken.

The programme would best be integrated throughout a more complete and versatile physical education program, so as not to become repetitive, and it should also be tailored to suit the needs of individual children. It does not describe expectations of any particular age group's developmental level or what to use for specific difficulties of individual children.

Even though the authors suggest that the programme could be used by anyone working with children with motor difficulties, for the programme to be of real use in assisting these children, some specialist training for the user would appear to be necessary.

This publication is available from Cambridge University Press, Order Department, 110 Midland Avenue, Port Chester, NY 10573, USA.

8. Sanie, S., and Surjadi, C. Early Detection of High Risk Pregnancy. Kepada Bagian Administrasi, Indonesia, 1987.

Program planners who are turning their attention to safer motherhood will appreciate this report on an operations research project in Indonesia. The Atma Jaya General Hospital and the Atma Jaya Research Center combined their efforts to design and implement a project to teach mothers the signs of high-risk pregnancy and encourage behavior conducive to safer pregnancies. The report carefully outlines the development of a maternal health card used by mothers and community health workers as an educational and monitoring tool.

This publication is available from Kepada Bagian Administrasi, Pusant Penelitian Unika Atma Jaya, Jalan Jenderal Sudirman 49 A, P.O. Box 2639, Jakarta 10001, Indonesia.

9. Sinha, Dinesl. Children of the Caribbean 1945-1984: Progress in Child Survival, Its Determinants and Implications. Kingston, Jamaica: Caribbean Food and Nutrition Institute (PAHO/WHO) in collaboration with UNICEF, 1988.

This book is an attempt to document the progress made in reducing infant and child mortalities in the English-speaking Caribbean countries and to examine some of the factors as well as processes that may have influenced it. It is also an attempt to seek future directions for the developing world in general and the Caribbean in particular.

Part I of the book presents a historical overview of the global patterns of mortality and their determinants. Part II introduces briefly the geographic, cultural, and political background of the Caribbean and examines the sociocultural and economic determinants of the progress in child survival in the Caribbean. Part III analyses the proximate determinants that were responsible more directly, perhaps as a result of the socioeconomic changes, for reducing infant and child mortality dramatically. Part IV, the final part, presents briefly the recent attempts of the Caribbean institutions to go beyond mere survival and physical health of children to the social, psychological, emotional, and intellectual development in the early childhood period.

The conclusion drawn from the Caribbean experience is that in the lower-middle-income countries, where some degree of basic sociocultural and economic well-being has been reached, redistributitive efforts aimed at benefits such as increased years of schooling, provision of primary health care services, and perhaps low population pressure can markedly reduce infant and child mortalities. It is the improvement in human capital, rather than the increase in sheer volume of inputs, that appears critically important in child survival. Similar experiences have been recorded in the past in other parts of the developing world.

There are several implications of the experience of the Caribbean. For the countries of the developing world, where basic socioeconomic well-being has been achieved and infant and child mortalities are still unacceptably high, it would appear that distributional improvement in health care, provision of supplementary food to children at risk and improvement in the number of years of schooling is the route to pursue to improve child survival.

Countries of the Caribbean appear to be ready to go beyond survival to improve the quality of life of children. While there is still room for preventing a few more unnecessary deaths through improved peri-and post-natal care, stressing family planning, and reducing morbidity and mortality due to malnutrition and infectious diseases, it is time to develop a systematic programme for prevention, early detection, and management of disabilities and mental, social, and emotional development of children.

This publication is available from Caribbean Food and Nutrition Institute (PAHO/WHO), P.O. Box 140, Kingston 7, Jamaica. ISBN 976-626-010-9.

10. Smith, Peter L., and Cowie, Helen. Understanding Children's Development. Basil Blackwell Ltd.: New York, 1978.

Understanding Children's Development introduces the reader to some of the rudimentary principles and practices of psychology. The book is divided into three sections: Theories and Method; The Social World of the Child, and Children's Developing Minds.

Part One (Theories and Methods) briefly outlines the basic procedures employed in studying child development. This is followed by a description of a number of well-known studies that give an evolutionary perspective to child development. Part Two (The Social World of the Child) presents studies and theories on Parents and Children; Friends, School and Television; Play; Becoming Socially Aware; and Adolescence. Part Three (Children's Developing Minds) provides the reader with detailed information on: Perception; Language; Cognition; Intelligence and Attainment; and Disadvantage and Education.

Understanding Children's Development may be useful as an introductory book for those interested in studies in psychology. It may also be valuable as a reference or as background reading for students studying child development in their preservice teacher education. The use of well-known studies written in an-easy-to read format makes it a useful reference for such courses. The book presents, where possible, the alternative views found in the literature, thus giving the reader an unbiased representation.

The book is attractively presented, clearly and accurately indexed. It uses tables, photographs, and diagrams to illustrate points in the text. Nonsexist language is used throughout. The focus of the text and the studies reviewed relate specifically to the children aged 0-8.

This publication is available from Basil Blackwell Ltd., P.O. Box 1655, Hagerstown, MD 21741, USA.

11. Task Force for Child Survival, Protecting the World's Children: Agenda for the 1990's. Report of conference, 10-12 March, 1988, Tufts University Center, Talloires France, 1989.

This conference was the third in a series of global conferences on the subject of Protecting the World's Children. The first conference was sponsored by the Rockefeller Foundation at the Bellagio Conference Center in Bellagio, Italy, in March 1984. In March 1985, the second conference, held in Cartagena, Colombia, was organized and sponsored by the Task Force for Child Survival.

In March 1988, the third conference, "Protecting the World's Children: Agenda for the 1990s" was held in Talloires, France. The conference reviewed the considerable progress that has been made in worldwide immunization as well as in infant and child mortality, and reviewed health objectives for the year 2000. On the basis of these discussions, the Task Force evolved a vision of outcome objectives to be pursued in the 1990s: the "Declaration of Talloires."

This volume contains the technical papers and presentations listed on the formal agenda as well as many of the panel discussions. Progress in the past 4 years has been remarkable. As stated in the document, "the momentum as we enter the last decade of the century is encouraging, but suggested objectives will require even greater investments. However, it is now clear that the objectives are technically possible. If they are not attained, it will indicate a failure of social will."

This publication is available from UNICEF, Research, Programme Publications and Library Section, UNICEF House, 3 United Nations Plaza, New York, NY, USA.

12. UNICEF. Strategies for Children in the 1990s: A UNICEF Policy Review. New York: UNICEF, 1989.

This policy review presents the views and proposals of the United Nations Children's Fund (UNICEF) for development goals and strategies for the 1990s, the proposed Fourth United Nations Development Decade (DDIV). The proposals have been derived from an analysis of the experience of earlier development decades, of recommendations of several international commissions and conferences, and of the medium-and longer-term plans and perspectives of various United Nations agencies, including UNICEF. The proposed goals and strategies reflect the thinking of UNICEF regarding how an international development strategy should address the needs of children.

Following a brief review of the past development decades in section I, an overview of the evolution of the situation of children in the 1980s is presented in Section II. Section III summarizes the unmet needs of children, which sets the context for the goals for the year 2000 in Section IV. In Section VI the report goes on to suggest some strategies to achieve the goals, and in Section VI, it suggests how these goals and strategies should be adapted to the different national and regional realities.

The report proposes that the development of human capabilities and meeting basic human needs should be the underlying theme of the Fourth UN Development Decade. It is further suggested that the survival, development, and protection of children should be both a means and an end of a strategy of development with a human face. Several strategies are outlined to reach the ambitious goals proposed for the year 2000. These include a commitment to environmentally sound and sustainable development policies, building the necessary economic base for meeting human needs, reaching the heretofore unreached, advocacy and social mobilization, and empowerment of women in development.

This publication is available from UNICEF, Research, Programme Publications and Library Section, UNICEF House, 3 United Nations Plaza, New York, N.Y., U.S.A.

13. UNICEF, SIDA, IDRC. Improving Young Child Feeding in Eastern and Southern Africa, Household-Level Technology, Proceedings of a workshop held in Nairobi, Kenya, 12-16 October, 1987. IDRC, Ottawa, Ontario, Canada, 1988.

Food scientists, nutritionists, and health planners working in Africa and South Asia met in an international workshop to examine household-level food technologies that

hold promise for improving nutrition of infants and young children. After reviewing current knowledge of breastfeeding and weaning practices in eastern and southern Africa, participants discussed the use in weaning diets of fermented foods and germinated flour, for both improved nutrient intake by young children and decreased risk of food contamination. Research that should be conducted into the effectiveness of the food technology was identified and its diffusion at the community level discussed.

This publication contains the proceedings, conclusions, and recommendations of the workshop. It is directed at scientists and health planners who are involved in conducting nutrition research and developing programs to improve feeding of infants and young children in developing countries.

This publication is available from International Development Research Centre, P.O. Box 8500, Ottawa, Ontario, Canada K1G 3H9.

14. Whiting, B., Edwards, C.P., et al. Children of Different Worlds: The Formation of Social Behavior. Cambridge, Massachusetts: Harvard University Press, 1988.

Focusing on gender differences and using the dyad as the unit of study, this book considers the biological as well as the cultural aspects of behavioral dispositions. Anthropologists report findings from the in-depth study of 13 communities and from spot observations made in 6 communities. The communities included settings mainly in Africa, along with some in India, the Pacific Islands, Central and South America, and the United States. Collected during 1954-75, the data include aspects of the original six-cultures study reported by B.B. Whiting and J.W.M. Whiting (Children of Six Cultures: A Psychocultural Analysis, Cambridge, MA: Harvard University Press, 1975). The data and premises of this book are likely to generate lively discussions of the nature nurture issue.

This publication is available from Harvard University Press, 79 Garden Street, Cambridge, MA. 02138, USA.

TRAINING OPPORTUNITIES

1. Regional Training and Resource Centres, Bernard van Leer Foundation.

As part of its policy on training and dissemination the Foundation has decided to set up a number of Regional Training and Resource Centres (RTRCs) throughout the world. The first of these Centres, which began its work at the beginning of 1989, is in Singapore. There are plans to establish a second RTRC in Africa. In Singapore the Foundation has built on two successful projects, funded in partnership with the National Trade Union Congress, to establish an RTRC for Asia. The countries forming the Foundation network in Asia are Singapore, China, Japan, Malaysia (including Sabah and Sarawak), Pakistan, and Thailand.

The work of the RTRC will be to facilitate, rather than deliver training throughout the Foundation network in the region. The first task, therefore, will be to identify training expertise in the countries concerned, drawing especially upon Foundation-supported projects. This will lead to the establishment of a regional training team to be established, not by any means a rigid, static entity but a grouping of individuals who would be available to respond to the varied needs of projects.

Of equal importance is the RTRC's role in dissemination of the experience and learning from Foundation-supported projects to other organizations and statutory bodies outside the Foundation Network and to other countries in Asia. The training services offered to Foundation-supported projects will also be available to others who share the same concerns as the Foundation, in particular to those who share its focus on early childhood care and education.

The second RTRC will be established later this year in Africa. The National Centre for Early Childhood Education in Kenya will be the focus of this initiative.

For information about RTRC's, contact Training Unit, Bernard van Leer Foundation, P.O. Box 82334, 2508EH, The Hague, The Netherlands.

2. United Nations Development Program (UNDP): Asia and Pacific.

UNDP Asia and Pacific Programme for Development Training and Communication Planning (DTCP) short courses on communication, training, management, audiovisuals and evaluation, Manila, Philippines.

For more information, please contact Training Coordinator, DTCP/UNDP, 5th Floor, Bonifacio Bldg., University of Life Campus, Meralco Avenue, Pasig, Metro Manila, Philippines.

3. Institute of Child Health, London England: Short-Term Courses.

The Tropical Child Health Unit (TCHU) at the Institute of Child Health, University of London, provides several short courses on child health and primary health care. The courses are available to all trained workers in the health care field who work or are intending to work in a developing country. The courses are designed to provide

an introduction and review of priority issues in primary health care and maternal and child health.

Application details can be obtained by writing to the TCHU Short-Course Secretary, Tropical Child Health Unit, Institute of Child Health, University of London, 30 Guilford Street, London WC1N 1EH, UK.

For further information on training institutions that conduct courses in European Countries, write to the Centre de Documentation, Institute Universitaire D'Estudes du Develo Preat, Case Postale 136, 24 Rue Rothschild, CH-1211, Geneva 21, Switzerland.

4. International Agricultural Centre (IAC), The Netherlands: International Course in Food Science and Nutrition.

Ensuring sufficient food and proper nutrition to all population groups in developing countries is a basic development objective. The aim of the course is to train students in identifying human food and nutrition problems and to provide them with adequate knowledge to formulate, implement, and evaluate programmes directed towards alleviating these problems. The general objective of the course is that participants, on returning to their home countries, will be able to work efficiently in multidisciplinary teams to appraise and solve problems concerning food and nutrition.

To reach this objective, the course provides its participants with the basic and applied knowledge of food science and nutrition particularly in relation to the theme of the course. This will be done through a practical and multidisciplinary approach.

Those wishing to participate are invited to communicate with The Director, International Agricultural Centre (IAC), P.O. Box 88, 6700 AB Wageningen, The Netherlands.

REVIEW OF RECENT MEETINGS

1. Seminar on Situation and Perspectives of Infant and Child Mortality in Latin America. Cocoyoc, Mexico, 23-26 October, 1988.

The Mexican resort of Cocoyoc played host to the first regional seminar on Situation and Perspectives of Infant and Child Mortality in Latin America. The dual purpose of this event, organized by the Pan-American Health Organization, the Health Secretariat of the United Mexican States, and the United Nations Children's Fund (UNICEF), was to develop an understanding of infant mortality in the region today and to promote a variety of activities to reduce it. The results of this encounter were summarized in the Cocoyoc Declaration, a document that contains a brief diagnosis of the extent of mortality in the region, a series of commitments by those who participated in the Seminar, and a description of the actions needed to protect Latin American children from the risk of death and to guarantee improved physical and mental development for the mothers and children of the continent.

The 50 Latin American experts participating in the seminar (who came from Brazil, the Southern Cone, the Andean Region, Mexico, Central America and the Caribbean) discussed the results of their research and exchanged views on the most appropriate strategies for dealing with mortality among Latin American Children. Seminar participants agreed to promote greater participation by society as a whole and by the agencies responsible for children's affairs in Latin America in providing "technical and financial resources in defense of the children and women of the Continent." Participants also expressed their intent to enlist "the cooperation of the communications media to disseminate information and knowledge about the practices that will lead to an improvement in the health of the population and encourage its participation."

Seminar participants agreed to work towards reducing the infant mortality rate to 30 per 1,000 and the child mortality rate to 2.3 per 1,000 by the year 2000. In the same vein, they will strive to eradicate polio and ensure the universal vaccination of children against tetanus, diphtheria, whooping cough, measles, tuberculosis, and poliomyelitis by the end of 1990. The Cocoyoc Declaration also aims at reducing maternal mortality by at least 50 percent by 1995 in countries were the rate is over 50 per 10,000.

In addition to these objectives, which are stated in international agreements endorsed by the governments, the Declaration includes other actions whose promotion was considered important. They are the following: a reduction in disparities in mortality rates for mothers and children under age 5, the allocation of adequate resources to permit mothers and children to satisfy their basic health needs and obtain better primary care, and the prevention of malnutrition and the major causes of infant and preschool mortality. The Declaration also urges access by the population to fertility regulation services and a renewed effort to safeguard children's development.

For more information contact UNICEF, Paseo De La Reforma #645, Lomas De Chapultepec, C.P. 11000 Mexico D.F.

2. Interagency meeting on Action-Oriented School Health Curriculum. Cairo, Egypt, February 1989.

This intercountry meeting was organized by the Eastern Mediterranean Regional Office of the World Health Organization (WHO/EMRO) in cooperation with both UNICEF and Unesco. It was attended not only by representatives of those international organizations but also by "activists" in School Health programmes in Bahrain, Jordan, Sudan, Egypt and Morocco.

The purpose of this meeting was to review progress at both the national and international level in the "Action-oriented School Health Curriculum" in the East Mediterranean region. Such a curriculum is being introduced through the distribution of resource books and other materials, which are now available in Arabic, English and French. The approach and much of the content of these books and materials are based on the ideas of Child-to-Child and the meeting warmly recognized the inspiration and contribution of Child-to-Child to its work.

For more information, contact Dr. O. Sueliman, WHO Eastern Mediterranean Regional Office.

3. Regional Conference on Basic Education for HEALTH (BEH). Nazareth, Ethiopia, 16-19 April, 1989.

This fourth regional conference was attended by over 40 experts on all aspects of education for health. Participants were drawn from Botswana, Ethiopia, Malawi, Kenya, Somalia, Tanzania, Uganda, Zambia and Zimbabwe. While the first three conferences focussed on promotion of health education and its inclusion in the school curriculum, the participants at the 1989 Nazareth conference resolved to develop operational mechanisms for networking and information sharing among countries and renewed commitment to further action on BEH at the country level.

The following recommendations were made by the Kenyan delegation to this conference:

o Research on the relationship between knowledge and behavior must be conducted to identify the weaknesses and strengths of teachers, prior to mobilizing them in BEH activities.

o In preparing BEH materials, intersectoral cooperation should be encouraged, to avoid duplication and to encourage efficient manpower and resource utilization.

o The Ministries of Education and of Health in consultation with AMREF/UNICEF will initiate the formation of a task force to implement the BEH Programmes in Kenya.

o There is a need to evaluate the existing approaches and activities on BEH at all levels, including: preschool, primary, and adult literacy programs.

4. Childhood in the 21st Century: International Conference on Early Education and Development. Hong Kong, 31 July-4 August, 1989.

This first-of-its-kind conference attracted approximately 500 participants from 32 countries. Most came from Southeast Asia and China, but present as well were participants from Mozambique, Sudan, Nepal, and other countries outside the region. The programme featured plenary presentations by 20 major speakers, beginning with the opening address by James Grant, Executive Director of UNICEF. In addition, 120 discussion papers were presented, in parallel sessions, on a wide range of topics related to early childhood education and development. The diversity of early childhood topics that were suggested by the following four plenary presentations made on a typical day of the conference are:

"Socio-Dramatic Plan for Cognitive, Social, and Emotional Development of Children" (Sara Smilansky, Tel Aviv University, Israel)

"Global Socio-Economic Changes and Child Welfare" (Giovanni Andrea Cornia, International Child Development Centre, Italy)

"Looking Back and Looking Forward for Better Quality of Life for Young Children in China" (Zhao Jishi, Nanjing Normal University, China)

"Music in Early Childhood" (Ann Boyd, Hong Kong University)

Other principal papers dealt with "Community Mobilization"; "Health, Nutrition, and Early Child Development"; "Monitoring and Evaluating Programmes"; "Teachers Initiating Change Toward More Flexible Curriculum Practice"; and "Peer Interactions and the Long Term Effects of Early Education".

These principal papers and the many discussion papers were grouped under ten main topics addressed during the conference:

Changing Socioeconomic Contexts
Trends and Issues in Child Development
Special Needs of Infants
Training of Early Childhood Personnel
Health, Nutrition, and Early Childhood Education and Development
Education Content, Materials Methods and Resources
Family and Parent Education and Support
Moral and Social Education and Child Development
Community Participation and Mobilization
Issues in Policy Development and Implementation

The conference was organized by Dr. Betty Chan Po-King of the Yew Chung Foundation in Hong Kong, with the help of an International Council and a local committee. Further information can be obtained by writing to "Childhood in the 21st Century," c/o International Conference Consultants Ltd., 57 Wyndam Street, 1st Floor, Central, Hong Kong.

5. Innocenti Global Seminar: Early Childhood Development. UNICEF, International Child Development Centre, Florence, Italy, June 1989.

Whether early childhood development (ECD) activities benefit children is no longer a question. This basic point was a key element of the background understanding among participants in the UNICEF Global Seminar on Early Childhood Development held the last three weeks of June at the Innocenti Centre. This Seminar brought together 24 participants from throughout the developing world, including UNICEF staff and representatives from government ministries and nongovernmental organizations involved in ECD programmes.

The principal objective of the seminar was to present the most recent scientific knowledge and conceptual approaches in the child development field and to review and evaluate ECD programmes supported by UNICEF and other organizations, with a view to drawing policy and programming lessons from these experiences. The Seminar was organized by the Consultative Group on Early Childhood Care and Development, the Innocenti Centre, and Training Section, UNICEF, New York.

A summary report of this seminar will be available from UNICEF C.D.C, Spedale degli Innocenti, Piazza SS. Annunziata, 12, 50122 Florence, Italy.

UPCOMING MEETINGS

1. International Society for the Study of Behavioral Development: Latin America Conference on Applied Developmental Psychology. Recife, Brazil, 6-10 November, 1989.

The conference will focus on socially significant problems related to the study of child and adolescent development in Latin American countries. The conference will bring together researchers and professionals concerned specifically with theory and research on the following three themes: school success and failure of lower class children; malnutrition and cognitive development; and social development during infancy and adolescence in Latin America.

For application and information contact, Coordenacao, Mestrado de Psicologia da UFPE, 80 Andar, CFCH, Cidade Universitaria, 50739, Recife/PE, Brazil.

2. WHO Inter-Country Workshop on Problem-Solving Education. Harare, Zimbabwe, 20-30 November, 1989.

Eleven countries from Eastern and Southern Africa will participate in this WHO Inter-Country Workshop. They include; Botswana, Ethiopia, Kenya, Lesotho, Malawi, Mozambique, Tanzania, Uganda, Zambia, and Zimbabwe. The major directives of this workshop are as follows:

To provide course planners, course organizers, teachers, and district health managers with a basic understanding of the advantages and constraints of a training activity based on the problem-solving approach

To assist teachers in planning a training activity on the basis of a list of community health problems that health personnel will have to face and to solve at the district level

To assist teachers in applying the problem-solving approach in the development of learning modules and materials, which will be of immediate relevance for learners in basic as well as in continuing education programs.

For additional information, please contact Dr. Charles Boelen, Division of Health Manpower Development, World Health Organization, 1211 Geneva 27, Switzerland.

3. Child-to-Child Workshops. Delhi, India, November 1989; Nairobi, Kenya, December 1989.

Among the many Child-to-Child Workshops planned for 1989 these two upcoming meetings will be of special interest:

All-India Workshop on Innovative Approaches to Health Education for Children.
Scheduled for Delhi in November, this workshop will review Child-to-Child activities alongside parallel initiatives and discuss how government and voluntary agencies can collaborate in introducing these new approaches widely throughout the nation.

Seminar on Child-to-Child and Growth and Development of Young Children. This workshop, scheduled for Nairobi in November/December 1989, is being held in association with the Bernard van Leer Foundation. A small international group will review worldwide experience of approaches to child development and discuss future possibilities.

For more information on these and other workshops please contact Child-to-Child Coordinating Office, Room 633, Institute of Education, 20 Bidford Way, London WC1H OAL, UK.

4. Inter-Agency Commission: World Conference on Education for All: Meeting Basic Learning Needs. Bangkok, Thailand, 5-9 March, 1990.

In February 1989 a world-wide initiative was launched by UNDP, UNESCO, UNICEF, and the World Bank to explore realistic means of rapidly extending the coverage and quality of basic education.

The Bangkok meeting aims to (1) mobilize commitment, support, and resources for extending good-quality primary education to all children and (2) to promote literacy and essential knowledge and life skills among adults, so that they can cope with demands of the modern world. Particular attention will focus on ensuring access for the most disadvantaged groups and on improving basic knowledge and skills for life.

Among countries and agencies, there is a growing international recognition, among countries and agencies, of the need for concerted efforts to address serious problems related to quality, coverage, and costs in education systems. The conference is intended to build on and benefit from that concern.

For more information, contact Hilda Paqui, Information Officer, World Conference on Education for All, UNICEF House, 3 United Nations Plaza, New York, NY 10017, USA.

5. 1990 Association for Childhood Education International Study Conference: The Golden Triangle: School, Home and Community. Pennsylvania, USA., 19-22 April, 1990.

More than 100 workshops and concurrent sessions will explore the relationships among the child's home, school, and community environments. In addition, symposia on the following topics will be presented: support systems for children, parents and educators; children at risk, literacy, and peaceful solutions to conflict.

For more information, please contact Jerry Odland, Association for Childhood Education International, 11141 Georgia Avenue, Suite 200, Wheaton, MD 20902, USA.

6. XII World Congress: Young People in Conflict: Building their Tomorrows Together. New York, NY, USA., 2-6 July, 1990.

The mission of the XII World Congress is to promote dialogue that facilitates international awareness and understanding of young people's needs and to

encourage constructive activities that improve the well-being of young people in conflict throughout the world.

The XII World Congress of the International Association of workers for Troubled Children and Youth has been designed so that it can be of value to all those working with troubled young people. The World Congress will focus on the multiple needs of children and provide an opportunity for dialogue between practitioners from around the world. This international cooperation will continue in 1994 at the XIII World Congress at the University of Freiburg, Freiburg im Breisgau, West Germany.

For more information contact XII World Congress, c/o Starr Commonwealth, Starr Commonwealth Road, Albion, MI 49224, U.S.A.

7. The 1990 Third Annual International Portage Conference: A Symposium on Family Focused Intervention: Exploring National and International Practices and Perspectives. Portage, Wisconsin, USA, 2-5 August, 1990.

This Conference will include sessions by nationally recognized experts in early intervention for children with special needs as well as international perspectives on the application of the Portage materials. In addition, workshops will be conducted on a variety of topics including; enabling and empowering families, identifying effective components of home-based service delivery systems, and current early intervention research.

For more information, contact Portage International Conference Committee, Portage Project, CESA 5, 626 East Slifer Street, Portage, WI 53901, USA.

RESPONSE FORM

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To keep the mailing-list up to date, we ask that you please make any necessary corrections in your name or address in the space provided below.

Please send us any information regarding a research project, training programme, publications, or upcoming meetings that you would like to include in future issues of the notebook. It would be a pleasure to learn about your work.

For Further Information please write to:

Cassie Landers
The Consultative Group on Early Childhood Care and Development
UNICEF House
3 United Nations Plaza
New York, NY 10017